ED 369 878 AA 001 249

Resources in Education (RIE). Volume 29, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

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ED 369 879 CE 064 782

Elements of Quality: Volunteer Adult Tutoring Programs.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Adult Students; Community Colleges; *Educational Quality; Evaluation Criteria; Grants; *Literacy Education; Orientation; Program Administration; Program Effectiveness; Program Evaluation; Recruitment; Services; *State Standards; Student Evaluation; Teacher Evaluation; *Tutoring; Two Year Colleges; *Volunteers
IDENTIFIERS- *Washington

This document, which was created by a work group of literacy program coordinators in the state of Washington, is designed for the following purposes: to provide a set of written standards for quality volunteer adult tutoring programs; to list criteria by which Washington's State Board for Community and Technical Colleges can award Volunteer Tutor Coordination grant monies and monitor grant recipients' performance; and to serve as a self-assessment tool for program coordinators and boards/advisory committees. The introduction explains the document's major purposes and defines relevant terms. Chapter 1 lists standards regarding the following elements of management of quality tutoring programs: mission statement, relevant goals, governance, community relations, resource development, financial management, personnel management, and facilities. Presented in chapter 2 are standards related to the following

ED 369 896 CE 066 235

Services for the Elderly. Reference Book. Revised Edition.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Aug 93
NOTE- 300p.; For a related document, see CE 066 234.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aging (Individuals); Behavioral Objectives; *Caregivers; Clothing; Competency Based Education; Consumer Economics; Demography; *Employment Opportunities; *Employment Qualifications; Energy Conservation; Exercise; Federal Legislation; First Aid; Health Needs; Health Promotion; Hobbies; Homemaking Skills; Individual Characteristics; *Individual Needs; Learning Activities; Money Management; Nutrition; Occupational Home Economics; *Older Adults; Prevention; Psychological Needs; Safety; Sanitation; Secondary Education; Self Care Skills; *Service Occupations; State Curriculum Guides; Terminal Illness; Transportation
IDENTIFIERS- *Elder Care; Texas

This reference book, which is part of an occupational series focusing on a broad range of employment opportunities in the field of elder care services, contains 33 chapters of information on the characteristics, needs, and problems of elderly adults. The following topics are discussed: understanding the elderly in the United States; services and legislation for the elderly; job opportunities in services for the elderly; employee qualifications; physical, emotional, mental, and social needs of the elderly; housing considerations of the elderly; transportation; the elderly in the marketplace; frauds, gyps, and deceptions; clothing needs; nutrition, menus and diets, mealtimes, exercise, hobbies and activities, and educational activities for the elderly; sanitation; safety; preventive health measures and signs of illness; vital health signs; first aid; terminal illness; body mechanics; planning and managing household tasks; energy; bed making; bathing; grooming; dressing assistance and self-help dressing aids; and the special role of caregivers. Included in each chapter are the following: list of essential elements, objectives to achieve, points to remember, words to know, and review. A subject index, 21 references, and a table cross-referencing the book's chapters to the required essential elements and correct codes for documentation as listed in the Texas Administrative Code are also included. (MN)

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ED 369 897 CE 066 249

Simmons, Ivan V.
Survey of Attitudes toward the Indiana Higher Education Telecommunication System (IHETS Delivery System).
PUB DATE- 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Distance Education; Educational Administration; Health Education; Higher Education; Industrial Education; Information Technology; *Instructional Systems; Nontraditional Education; Safety Education; Student Attitudes; Technology

ED 369 914 CE 066 326

Levitan, Sar A.; Mangum, Stephen L.
The Displaced vs. the Disadvantaged: A Necessary Dichotomy? Occasional Paper 1994-2.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dislocated Workers; *Economically Disadvantaged; *Employment Programs; Federal Aid; Federal Government; Federal Legislation; *Federal Programs; Financial Support; Job Development; Job Training; *Public Policy
IDENTIFIERS- Proposed Legislation

The current displaced worker initiative towers over the 30-year effort to bring the economically disadvantaged into the mainstream of the labor market. The Congressional Budget Office defines displacement as all workers 18 years of age and older who lose full-time employment due to slack work, job abolition, or plant closure. Major displaced worker programs include the following: unemployment insurance, Trade Adjustment Act, Redwoods Employee Protection Program, Job Training Partnership Act Title III augmented by the Economic Dislocation and Worker Adjustment Act, and Worker Adjustment and Retraining Notification Act. A number of Department of Defense programs contain displaced worker initiatives. The Clinton administration's vision of work force investment and security consists of multiple components: comprehensive worker adjustment services for permanently laid-off workers; one-stop career centers; a school-to-work program; a system of national skills standards and skill certification; expansion of the Job Corps; and the Youth Fair Change initiative. The one-stop career center concept raises a number of interagency turf conflicts at federal, state, and local levels. The proposed Reemployment Act faces significant debate because of its financing mechanism, an increase in the federal unemployment compensation tax, and its large total price tag. Doing less for the displaced is not the answer to the need of the disadvantaged, however. The value of any employment and training initiatives for either group is sharply diminished by the absence of an ongoing job creation program. (YLB)

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ED 369 915 CE 066 327

Returning to the Job Market: A Woman's Guide to Employment Planning.
PUB DATE- 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Displaced Homemakers; Educational Experience; *Employment Interviews; *Job Applicants; Job Application; *Job Search Methods; Labor Market; Middle Aged Adults; Older Adults; *Reentry Workers; Resumes (Personal); *Self Evaluation (Individuals)

Intended for midlife and older women in the job market, this booklet is designed to help them in the process of looking for work outside the home. It helps them assess current skills and

ED 369 933 CE 066 367

Introducing GNVQSs: Planning, Co-Ordinating and Managing the GNVQ Curriculum.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; College School Cooperation; Cooperative Programs; Coordination; Curriculum; Educational Certificates; *Employment Qualifications; Foreign Countries; *Job Skills; Marketing; Postsecondary Education; *Program Development; Program Evaluation; Program Implementation; *Student Certification; Technical Institutes; Vocational Education
IDENTIFIERS- *National Vocational Qualifications (England)

This bulletin is one in a series of Further Education Unit publications on introducing General National Vocational Qualifications (GNVQs) into the post-16 curriculum. It offers advice and guidance on coordinating and organizing a technical college response to the introduction of GNVQs. It is aimed at curriculum managers, GNVQ coordinators, and GNVQ program leaders. A section on planning for GNVQs addresses the following topics: setting local objectives, the student cohort, phasing in GNVQs, phasing out other qualifications, relationship to other qualifications, qualification introduction and replacement timetable, and choosing the GNVQ awarding body. The section on coordinating the GNVQ curriculum discusses responsibilities of the college coordinator, coordinating group, and program teams. Topics covered in the next section include marketing, college-school partnerships and collaboration, and progression arrangements. A section on managing the development of GNVQ programs examines the following: selection criteria, initial and diagnostic assessment, induction and orientation, learning program design, timetables, learning and assessment activities, additional studies and combinations, core skills, and assessment issues, including grading. The final section makes suggestions regarding monitoring and evaluating the introduction of GNVQs. A summary checklist for introducing GNVQs is appended. (YLB)

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ED 369 934 CE 066 368

Approaches to Partnerships: Who Shares Wins.
PUB DATE- Mar 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Articulation (Education); Colleges; College School Cooperation; *Cooperative Programs; *Coordination; *Educational Cooperation; Educational Planning; Elementary Secondary Education; Foreign Countries; *Guidelines; Institutional Cooperation; *Partnerships in Education; Postsecondary Education; School Business Relationship; *Technical Institutes; Vocational Education

ED 369 952 CE 066 421

Harris, Martha J.
Communication and Problem Solving.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 58p.; For related documents, see ED 361 516 and CE 066 419-424.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Communication Skills; *Conflict Resolution; Instructional Materials; *Interpersonal Communication; Learning Modules; *Listening Skills; *Personality; Personality Assessment; Personality Measures; *Problem Solving; Work Environment

Instructional materials are provided for a workplace communication class that is designed to cover 3 aspects of communication in 9 class hours. The first module on personalities is devoted to the following material found in Smalley and Trent's book, "The Two Sides of Love": introduction to personality categorizing; personality survey; discussions of the lion, beaver, otter, and golden retriever personalities; and information on how the different personality types represent styles of relating. The second module on listening presents a communication model, a listening survey, and seven things that one can do to listen more effectively. The third module on conflict resolution has the following contents: discusses sources of interpersonal conflict in the workplace; conflict survey; information on preventing interpersonal conflict; benefits of conflict; a conflict-handling survey that identifies conflict resolution style; and a five-step process to solve interpersonal conflict. (YLB)

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ED 369 953 CE 066 422

Anderson, Tiffoni
Computer Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 66p.; For related documents, see ED 361 516 and CE 066 419-424. Contains some broken, dot-matrix print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Computer Software Development; *Courseware; Employer Employee Relationship; Inplant Programs; *Literacy Education; Mathematics Skills; *Multimedia Instruction; Reading Skills; *Safety Education; Videotape Recordings; *Vocabulary Development
IDENTIFIERS- *Workplace Literacy

This module provides information on development and use of a Material Safety Data Sheet (MSDS) software program that seeks to link literacy skills education, safety training, and human-centered design. Section 1 discusses the development of the software program that helps workers understand the MSDSs that accompany the chemicals with which they work, thereby enabling them to work more safely. It describes the iterative design approach and provides the following: consent statement for

ED 369 972 CE 066 447

Burrell, Lewis P.
A Paradigm on Student Empathy, Vocational versus Academic.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Dec 93
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Comparative Analysis; *Empathy; High Schools; *Secondary School Teachers; Special Needs Students; *Teacher Student Relationship; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Hogan Empathy Scale

A study examined possible differences between the empathy levels of vocational and academic teachers toward students. The Hogan Empathy Scale was sent to 196 high school teachers from local school districts in the metropolitan Northeast Ohio region. A total of 123 (63%) voluntarily completed it. The responses of the vocational teachers were compared to those of the academic teachers. The academic teachers were found to have a significantly higher mean empathy level (23.62 versus 20.43 for the vocational teachers). A gender analysis of the results revealed that females had a higher mean empathy level than males (23.16 versus 20.08). Age, race, level of education, and level of experience were not found to have any statistically significant effect on empathy level. Included among the study recommendations were calls for more cooperation between vocational and academic teachers to define common teaching goals and objectives and for development of a process to determine which applicants from business and industry have greater empathy for the students they will teach. (Appended are a definition of empathy, data on the importance of individual teacher traits in keeping at-risk students in school, and comparative empathy levels of males and females.) Contains 14 references. (MN)

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ED 369 973 CE 066 448

Burrell, Lewis P.
A Study of the Preparation of Vocational Teachers for Teaching Mainstreamed At-Risk Special Needs Students.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Dec 93
NOTE- 21p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; *High Risk Students; *Mainstreaming; Questionnaires; Secondary Education; Special Needs Students; State Surveys; Teacher Attitudes; Teacher Education; *Teacher Qualifications; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Ohio

A study examined the preparedness of vocational teachers for teaching mainstreamed at-risk special needs learners. A 46-item survey designed to measure perceptions of vocational teacher preparation pertinent to special needs learning factors was

ED 369 990 CE 066 566

Jennings, John F., Ed.
National Issues in Education: Community Service and Student Loans.
PUB DATE- 94
NOTE- 196p.; For a related document, see ED 362 953.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Citizen Participation; College Students; Community Action; Educational Finance; Federal Legislation; Federal Programs; Higher Education; Outreach Programs; Paying for College; *Policy Formation; Public Policy; *Public Service; Student Financial Aid; *Student Loan Programs; *Volunteers; Work Experience Programs; Youth Programs
IDENTIFIERS- *Direct Lending; *National Service

This book contains 11 essays that follow the community service and student loan legislation as it proceeded through Congress. The essays illuminate the policymaking process by explaining the evolution of new national policies and by tracing the history of these two pieces of legislation. The book is organized in three parts. The first two parts each begin with a Clinton administration official describing the policy as proposed by the administration; they include commentary both pro and con by members of Congress and an overview by a nongovernment representative. The following essays on community service are contained in Part I: "Toward the Reality of National Service" (Eli Segal); "Enacting the National and Community Service Trust Act of 1993" (Edward M. Kennedy); "National Service: A Watchful Concern" (Nancy Landon Kassebaum); "An Independent Sector Perspective on National and Community Service" (Roger Landrum); and "National Service: Utopias Revisited" (Doug Bandow). The following essays on student loans make up Part II: "Student Loan Reform Act of 1993" (Madeleine M. Kunin); "The Direct Student Loan Program: Acknowledging the Future" (William D. Ford); "Direct Student Loans: A Questionable Public Policy Decision" (Bill Goodling); "Direct Loans: A New Paradigm" (Thomas A. Butts); "Enactment of the Federal Direct Student Loan Program as a Reflection of the Education Policymaking Process" (John E. Dean). Part III contains a commentary on both of the earlier parts: "Two Tough Battles, Two New Laws: What Can We Learn from All of This?" (John F. Jennings). (KC)

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ED 369 991 CE 066 567

Blair, Amy; And Others
Adults in Schools. SCRE Research Report No. 58.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- Apr 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Foreign Countries; Mixed Age Grouping; *Outcomes of Education; *Participant Satisfaction; *Program Implementation; Secondary Education; *Secondary School Students; *Student Characteristics
IDENTIFIERS- *Scotland

A survey was conducted of adults' participation in Scottish schools in order to update the statistical picture and investigate the schools' views of the advantages and disadvantages of making provisions for adults. Data were

ED 370 009 CG 025 313

Scott, Hillary K.
Death Awareness among College Age Students.
PUB DATE- 13 Dec 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Death; Grief; Higher Education; *Student Attitudes; Surveys; Tables (Data)

Little research on death awareness (defined as the number of deaths experienced, frequency of thoughts about death, and awareness of a grief/mourning period) has been done and little is known about levels of awareness at different ages, though such knowledge would be valuable to bereavement counselors. Contrary to the hypothesis that college age students have a low level of death awareness, a survey of 64 college age students from a midwestern university revealed that they are moderately aware of death. The average number of deaths experienced was 5.16. The average number of students who reported thinking of their own death "once in awhile" was 81.3% and 76.6% remembered a period of mourning after a death, although most (73.3%) were unaware of any particular mourning process they had used in the past. Included is the survey. Contains 9 references. (Author/MSF)

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ED 370 010 CG 025 317

Drout, Cheryl E.
When Rites Go Wrong: Attributions of Responsibility in a Fraternity Setting.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Fraternities; Higher Education; *Leadership Responsibility; Locus of Control; *Obedience; Perspective Taking; Power Structure; Social Cognition
IDENTIFIERS- Hazing; *Initiation Rites; *Milgram (Stanley)

While studies by Stanley Milgram have shown that obedience to authority influences subjects' willingness to engage in behavior potentially harmful to others, Drout and Vandler (1992) found that observers consider an authority figure who harms or commands another person to harm someone more responsible and punishable than the obedient subordinate. Why does the authority figure command greater censure? Because the authority of the superior is often confounded with the expertise of the superior, the present study examined responses to an authority figure and to a subordinate in a fraternity setting, where there was minimal difference in expertise yet significant difference in authority. It was hypothesized that greater responsibility would be attributed to a fraternity president as executant (forcing a pledge to consume liquor) than to an obedient brother doing his bidding. Findings are that students viewed the president as having more authority and greater liability for harmdoing yet did not consider his behavior more culpable or punishable, holding the fraternity president and brother equally responsible for events and equally punishable. The relationship between authority and

ED 370 030 CG 025 403

Black, Sandra
Providing Psychoeducational Support for Children Affected by AIDS.
PUB DATE- 94
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Cognitive Restructuring; *Family Environment; Health Education; Intervention; Mental Health Programs; *Psychoeducational Methods; Secondary Education

This practicum evaluated a psychoeducational group format developed to support children living in families affected by HIV and AIDS. The major goals were to help children cope with stressful events, with chronic strain, and with role transitions. There were five objectives for the children: (1) decrease feelings of isolation, confusion, anger and fear; (2) increase feelings of belonging, competency, and self-esteem; (3) decrease maladaptive behaviors in school; (4) improve academic performance; and (5) increase awareness of resources for support. The children's support group met for ten weeks in one hour weekly sessions. In post-group questionnaires, children exhibited decreased feelings of isolation and confusion, increased awareness of resources for support and guidance, and increased feelings of belonging and competency. Students also reported continuance in their maladaptive behaviors in school and in their poor academic performance. The group format seemed most effective using an open and unstructured agenda which encouraged open-ended questions and discussion. The sharing of worries, fear, and confusions within a safe, nurturing environment appeared to foster feelings of trust and group cohesion. Four appendices list examples of questionnaires along with a summary of data. (Contains 33 references.) (RJM)

ED 370 031 CG 025 404

Cassell, Joan R.
Decreasing Physical and Verbal Aggression in Fifth Grade Students through Conflict Resolution Training.
PUB DATE- 93
NOTE- 52p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Aggression; Child Behavior; *Conflict Resolution; Elementary Schools; Elementary School Teachers; *Grade 5; Intermediate Grades; Problem Solving; Student Attitudes

This practicum was designed to decrease the number of aggressive responses to conflict by fifth grade students. The goal was to increase student awareness of peaceful resolutions while decreasing the number of teacher interventions in student conflicts. To educate students on conflict resolution, the Community Board Curriculum for conflict resolution was employed, which was supplemented by other activities such as dramatic role playing. To measure the extent of the problem and the efficacy of the program, a frequency chart was used for observation as well as student self-reports and teacher questionnaires. Program results indicated a 23% decrease in physically aggressive responses and a 15% reduction in verbal

ED 370 050 CG 025 448

Directions in Mental Health Counseling, 1993.
PUB DATE- 93
NOTE- 228p.; Continuing Education credit may be available based on completion of questions following each section (contact publisher for requirements).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Conflict Resolution; *Counseling Techniques; *Counseling Theories; *Family Counseling; Fatigue (Biology); *Group Counseling; *Marriage Counseling; *Mental Health; Nutrition; Older Adults; Psychosomatic Disorders; Psychotherapy; Substance Abuse; Suicide
IDENTIFIERS- Detoxification Centers

This curriculum guide contains articles from numerous experts in the field of mental health counseling. This issue includes: (1) "Therapeutic Approaches to Anxiety Disorders" (Robert L. DuPont); (2) "The Role of Nutrition in Detoxification from Drugs and Alcohol" (Jeffrey S. Bland); (3) "'Repair' vs. 'Growth' Approaches to Therapy" (Paul L. Adams); (4) "Marriage and Family Therapy: Theories and Applications" (Stanley C. Feist); (5) "Current Issues in Treating Sexual Abuse Victims" (Robert H. Rencken); (6) "Current Practice and Procedures of Group Psychotherapy" (Martin G. Allen); (7) "Psychotherapy with Dual Diagnosis Clients: Issues and Intervention" (Emil Chiauzzi); (8) "Aggression Replacement Training in Children and Adolescents" (Barry Glick); (9) "Chronic Fatigue Syndrome: Perspectives on Evaluation and Treatment" (Mark A. Demitrack); (10) "Research Findings on Short-Term Psychodynamic Therapy Techniques" (Jeffrey L. Binder); (11) "Geriatric Alcoholism: Identification and Elder-Specific Treatment Programs" (Jane Reinhardt, George Fulop); and (12) "Women at Risk for Committing Suicide" (Lucy Davidson). Each lesson includes a list of references and questions based on the lesson. (BF)

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ED 370 051 CG 025 449

Monahan, Patrick R.
Enhancing Higher Educational Opportunities for Secondary School Minority Students: A Precollegiate Program.
PUB DATE- 93
NOTE- 149p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Black Students; *Career Counseling; Career Education; *College Preparation; Cultural Differences; *Educational Opportunities; Higher Education; High Schools; High School Students; *Hispanic Americans; *Minority Groups; Parent Participation; Parent Student Relationship; School Counseling; School Role; Student Financial Aid
IDENTIFIERS- African Americans

This practicum was designed to assist African American and Hispanic students and their parents to become aware of the preparations, procedures, programs, and resources requisite for enhancing educational opportunities. The major outcomes of the practicum were: (1) to increase the number of minority students applying to postsecondary institutions; (2) to expand the pool of minority students taking standardized college admissions examinations; (3) to develop an awareness in 9th grade of postsecondary options for African Americans and Hispanics; and

ED 370 070 CG 025 485

Scott, Carl W.; And Others
Predicting Participation in Smoking Cessation Programs.
PUB DATE- Aug 93
NOTE- 16p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Behavior Modification; Change Strategies; Consciousness Raising; *Counseling Techniques; Group Counseling; Motivation; *Predictor Variables; Self Efficacy; *Smoking
IDENTIFIERS- *Smoking Cessation

Several factors have predicted participation in smoking cessation programs: (1) higher motivation or self-efficacy; (2) education; (3) smoking level; (4) smoking history; (5) quit attempts; and (6) health concerns. The variables that have predicted participation, however, generally have not predicted cessation. The transtheoretical model has described the stages and processes of change common to a variety of behavior changes. The stages have predicted changes in smoking behavior and an optimal pattern of stage by process activity has predicted quitting. This study explored the ability of the stages and processes of change, self-efficacy, and decisional balance to predict participation in group smoking cessation programs at three participation levels: (1) expressing interest in a cessation program; (2) selecting a specific program; and (3) attending a program's first session. The transtheoretical model's predictions for participation and quitting after 6 months were compared with those from a model based on demographic and smoking history predictors often cited in research. Subjects were volunteers selected from among self-change failures who had been participants in a longitudinal study evaluating minimal interventions for smoking cessations. The results indicate that transtheoretical model constructs are relevant for participation as well as cessation. In addition, smokers with higher levels of experiential processes like consciousness-raising are more likely to participate in the offered programs, and smokers who are more negative about smoking are more likely to ask for more help. Both the participation and quitting results provide further support for the transtheoretical model where higher levels of self-efficacy and behavioral processes contribute the most to change. (BF)

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ED 370 071 CG 025 487

Ma, Xuan
A Guide to Resources on Youth as Leaders and Partners: Strategies, Programs, and Information.
PUB DATE- May 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Community Programs; *Educational Resources; Elementary Secondary Education; *Youth;

ED 370 092 CS 011 715

Sanacore, Joseph
Improving Administrative Performance through Teacher Evaluation.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Elementary Education; Evaluation Methods; *Feedback; *Principals; *Reading Instruction; Reading Programs; School Administration; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Professional Concerns; Reading Management

To help principals improve as reading leaders, teachers should first provide them with feedback. Although informal comments are important to administrators, teachers' formal feedback in a survey or questionnaire helps to objectify the evaluation process and to provide principals with a more complete picture. Specifically, teachers can call to administrators' attention strengths and weaknesses that affect their reading leadership, and this type of feedback increases the chances of enhancing their performance and also improving their relationship with teachers. A review of the professional literature suggests that specific efforts to have teachers evaluate reading leaders are almost nonexistent. Teachers and principals who are interested in implementing such an evaluation might: (1) form a language arts advisory council; (2) develop a rationale for evaluating reading leaders; (3) review the professional literature; (4) use related literature to establish goals; (5) develop a survey to determine the degree to which the reading leadership goals are attained; (6) distribute the survey to the entire faculty; and (7) tabulate results in a way that assures confidentiality. (A survey for teacher evaluation of reading leaders is attached.) (RS)

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ED 370 093 CS 011 716

Sanacore, Joseph
Guidelines for Hiring Qualified Reading Professionals.
PUB DATE- 94
NOTE- 15p.; Updates ED 341 971.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Guidelines; *Reading Teachers; Teacher Administrator Relationship; Teacher Characteristics; *Teacher Qualifications; *Teacher Selection
IDENTIFIERS- *Professional Concerns; Reading Management

Hiring qualified reading professionals is a complex process involving a variety of considerations. The "Standards of Reading Professionals (revised in 1994 by the Professional Standards and Ethics Committee of the International Reading Association) provides a framework for the knowledge base reading educators should possess. However, other criteria also should be considered by administrators and teachers as they cooperatively pursue the best candidates: (1) form a language arts planning team; (2) survey the faculty to further determine

ED 370 111 CS 214 320

Thomas, Gordon P.
Blurring the Boundaries: Connecting the Autobiographical and the Historical in an Advanced Writing Course.
PUB DATE- Mar 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Discourse Analysis; *Discourse Modes; Feminism; Higher Education; *Personal Narratives; United States History; Vietnam War; *Writing Instruction
IDENTIFIERS- Academic Discourse; Depression (Economic 1929); Holocaust Literature; *Personal Writing; *Writing Development

An advanced writing course required of English education majors may also be taken by students in the humanities. The course helps students gain experience with longer and more complex essays, develop a more mature writing style, and learn how to make metacognitive evaluations of their own and others' writing. It also extends the contexts and purposes of traditional academic writing by showing the students how their own perspectives can contribute productively to the discourse of certain disciplines and how academic discourse can provide methods for exploring personal discourse. One assignment requires students to tell their own autobiographies along with the telling of a group's collective history as represented by the Civil Rights movement and the Holocaust. Such a method would work just as well with the Great Depression or Vietnam or the feminist movement. The historical topic should be selected to meet students' needs. Reading various autobiographies, watching films on the topic, keeping a journal, constructing rhetorical analyses of various historical documents, and writing personal essays about how large national and regional trends have affected the students' own families prepares students for the course's final assignment. This involves writing a retrospective essay that draws on the students' experiences in the course and compares their conceptions of their capabilities as writers with those of two authors the class has studied: Art Spiegelman, Claude Lanzmann, Martin Luther King, Malcolm X, and Mary Clearman Blew. (Appendixes include six writing assignments and excerpts from student journal papers.) (SAM)

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ED 370 112 CS 214 321

Cecil, Nancy Lee
Freedom Fighters: Affective Teaching of the Language Arts. Second Edition.
PUB DATE- 94
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; Dialog Journals; Elementary Education; *Language Arts; Reading Materials; Role Playing; Self Concept; *Student Centered Curriculum; *Teacher Role; *Whole Language Approach

ED 370 130 CS 214 341

Ediger, Marlow
Creative Writing in the Language Arts.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; Creativity; Elementary Education; *Language Arts; Poetry; Writing Assignments
IDENTIFIERS- Writing Contexts

Pupils need to express themselves in creative processes and products in the language arts curriculum. Too frequently, teachers require behavior which involves conformity on the part of learners. Specific objectives many times delimit pupils' opportunities to express original ideas that come from within the involved learners. Many activities can assist pupils in achieving objectives: (1) summarizing the content of filmstrips using diverse forms of verse; (2) telling and writing of original "tall tales"; (3) writing poems emphasizing syllabification after viewing a set of stimulating pictures; (4) writing additional content, a different ending, or modifying a part of the content of library books or textbooks; (5) writing an advertisement to convince others to read a library book; (6) interviewing a selected character in the library book; and (7) drawing pictures and captions relating to the content read. Pupils, with teacher guidance, need to choose vital objectives, learning activities, and appraisal procedures reflecting the concept of creativity. (RS)

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ED 370 131 CS 214 343

Cruz, Dulce M.
Gender, Ethnicity, Class and the Development of High Literacy among Dominican Americans.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Doctoral Degrees; *Dominicans; Ethnicity; Ethnic Relations; High Achievement; Higher Education; *Hispanic Americans; Immigrants; *Literacy; Sex Differences; *Social Mobility; *Social Status
IDENTIFIERS- Faculty Attitudes; *Literacy as a Social Process; Teacher Surveys

A study of 16 Dominican American professors who teach in the humanities and social sciences examined the manner in which cultural legacies affected their attainment to "high literacy." Does the acquisition of a prestigious degree transform a person's life? Does it lead to social mobility, liberalism, activism, liberation? Results fall under four headings, "The Legacy of Dominican Culture," "Adjusting to American Society," "The Emigrating Experience," and "The Influence of Family and Professors." Female respondents pursued high literacy as a

ED 370 150 CS 508 578

Hall, Ora L.
Enhancing Conflict Resolution Strategies with Prekindergarten Students through Children's Literature and a Citizenship Program.
PUB DATE- 94
NOTE- 69p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Childrens Literature; *Citizenship Education; Communication Research; *Conflict Resolution; Instructional Effectiveness; *Interpersonal Communication; Preschool Education; Young Children
IDENTIFIERS- Emergent Literacy

A practicum was executed with the primary purpose of enhancing prekindergarten students' ability to address conflicts in a positive prosocial manner. The location of the practicum was an urban elementary school which houses prekindergarten through grade 6. A literacy program (consisting of storytelling activities using the various forms of children's literature, role playing, puppetry, flannel board, organized games, and physical movement) and a citizenship program providing opportunities for students to be distinguished for exhibiting appropriate social behavior were implemented during a 12-week period. Students completed conflict inventories near the beginning and end of the practicum period. Students were also observed during "choice time" and recess. Results indicated that: (1) inappropriate acts of conflict before the practicum numbered over 30 per day and dropped considerably during the last 4 weeks of the practicum; (2) students' ability to determine the appropriate course of action in the event of a conflict increased significantly; and (3) students received both programs with much enthusiasm. (Contains 52 references and 4 tables of data. A record form for observations, the conflict inventory test pictures, and a 44-item bibliography of children's literature are attached.) (RS)

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ED 370 151 CS 508 579

Burrell, Nancy A.; And Others
Evaluating the Stressors of Divorce: Theoretical and Pragmatic Concerns.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Child Custody; Communication Research; Communication Skills; *Divorce; Elementary Secondary Education; *Family Counseling; Family Problems; Higher Education; Models; Parent Child Relationship; Self Esteem; Theory Practice Relationship
IDENTIFIERS- *Divorce Mediation; *Family Communication

A study tested a theoretical model using data from court-ordered sessions about the utility of divorce mediation. Subjects, 974 couples who had filed for divorce with potential child-custody disputes, were informed about the process of mediation as a means to settle their custody disputes rather than relying on

ED 370 169 EA 025 734

Tribus, Myron
Total Quality Management in Schools of Business and of Engineering.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; *College Curriculum; *Educational Objectives; Elementary Secondary Education; *Engineering Education; Higher Education; Management Systems; *Total Quality Management

Total Quality Management (TQM) has been proven successful in businesses worldwide for more than a decade. Educators, however, have been slow to apply the techniques to education. TQM can be used in higher education, particularly in schools of engineering and business administration. In TQM, the education of the student is considered the product rather than the student. The customers of education include the student, parents, potential employers, and society. The product schools should be able to produce are knowledge, know-how, wisdom, and character. Quality education should make learning a joy for students, and must consider students' age and desires. TQM also distinguishes between teaching and learning. Students learn when they find knowledge on their own with the help of a teacher and are not taught knowledge. Schools of business administration and engineering must develop a vision and further wisdom and character in students. TQM focuses on the process of producing a product rather than the product itself. This technique can be used in planning curriculum and educating students. TQM can provide the tools to help the education system develop quality students and performers. (JPT)

ED 370 170 EA 025 739

Education Finance--Background Memorandum.
PUB DATE- Jul 93
NOTE- 19p.; Prepared for the Education Finance Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Fiscal Capacity; Resource Allocation; *School Support; State Courts; *State Legislation; Tax Allocation
IDENTIFIERS- *North Dakota

This document provides background information on educational finance in North Dakota. It examines the use of nonproperty factors in financing education, the quality of education, legal action in the state regarding education finance issues, and the effects of any 1993 North Dakota legislation on education finance. The paper first describes changes in the original foundation program that provided financial aid to local school districts and outlines "constitutionally objectionable features" of the school finance system. In March 1993, a proposal was offered by the Superintendent of Public Instruction to create educational equity for North Dakota students. Also described are the State Senate Bill 2432, House Bill 1512, and House Bill 1003. The appendix contains a copy of Section 11 of the 1993 House Bill 1003 that directs the

ED 370 191 EA 025 822

Grover, Kenneth L.
A Study of First Year Elementary Principals and Their Mentors in the New York City Public Schools.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Administrator Responsibility; *Administrator Role; Elementary Education; Interprofessional Relationship; *Mentors; *Principals; *Public Schools
IDENTIFIERS- *New York City Board of Education

This paper presents findings of a study that examined the effectiveness of a New York City mentoring program in meeting the needs of first-year principals. Data were derived from: (1) a survey of 44 out of 109 new elementary school principals who participated in the Bank Street College of Education mentoring program in New York City; (2) a focus group interview with four elementary school principals who described their mentoring experiences as helpful; (3) in-depth interviews with five elementary school principals who reported positive mentoring experiences; and (4) interviews with Bank Street College personnel. A majority of the new principals reported that mentoring was a helpful experience. Factors that affected program productivity centered on structure and mentor characteristics. Structural considerations included scheduling, site, group size, confidentiality, and agenda. A helpful mentor possessed knowledge of the school system had experience as an administrator and superintendent, and was resourceful, accessible, and trustworthy. (Contains 88 references.) (LMI)

ED 370 192 EA 025 823

Bartell, Carol A.
Preparing Future Administrators: Stakeholder Perceptions.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Administrator Qualifications; Elementary Secondary Education; Higher Education; *Program Effectiveness; Public Schools; *School Administration; State Government
IDENTIFIERS- *California

It is widely acknowledged that programs to prepare administrators for their roles are inadequate and are not designed with coming changes in education in mind. States must take responsibility for changing preparation programs to meet these challenges. Much of the discussion about preparation programs centers on the knowledge base administrators need. Translating that knowledge base into an administrator preparation program is difficult. Many have proposed a practice-oriented, problem-based approach to administrator preparation. Several states

ED 370 212 EA 025 847

Bartlett, Larry D.; Helms, Lelia B.
Recent Developments in Public Education Law.
PUB DATE- 94
NOTE- 47p.; Report first published in "The Urban Lawyer," volume 25:4.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Collective Bargaining; Compliance (Legal); *Court Litigation; Due Process; Elementary Secondary Education; Employee Responsibility; Federal Courts; Higher Education; *Public Education; *Public Schools; School Districts; *School Law; Social Discrimination; Special Education; State Courts; Student Rights

An analysis of court litigation in issues of school law is equally divided between decisions affecting school districts and those affecting postsecondary institutions. School-district litigation is arranged under the following categories: student rights and responsibilities, special education, employee rights and responsibilities, religion, bankruptcy, collective bargaining, desegregation, and instructional program. Postsecondary litigation is organized under the following categories: students, employers, institutions, accreditation and licensure, governmental financing issues, and related organizations. (Contains 416 footnotes) (MLF)

ED 370 213 EA 025 848

Report of the Public Schools of Missouri for the School Year Ending June 30, 1992, 143rd.
PUB DATE- Feb 93
NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Boards of Education; Educational Finance; Elementary Secondary Education; *Financial Exigency; *Outcomes of Education; *Public Schools; School District Reorganization; State Action; *State Legislation; State Norms; State Programs
IDENTIFIERS- *Missouri

This document contains the 1991-92 report on the Missouri public school system. Following an organizational chart of the State Board of Education and information on the State Board, part 1 presents highlights of education-related events that occurred during the 1991-92 school year. It contains an overview of state legislation that dealt with the following issues: financially stressed schools, the expansion of school boards, the expansion of the breakfast program, a minimum tax levy, the VIDEO program, student transportation, health insurance for public employees, and immunization. Information is also provided on outcomes of the "Math Attack" program, recent state court decisions, and an article on state budget cutbacks for education. Part 2 presents statewide statistics. Forty-six tables and two graphs offer information on the following: receipts and expenditures, tax levies and bonds, student transportation, enrollment and attendance, graduate rates and dropout data, teacher characteristics and salaries, curriculum, vocational education and rehabilitation, school services programs, and early childhood education. The third part

ED 370 233 EA 025 871

Farkas, Steve
Effective Public Engagement.
PUB DATE- 93
NOTE- 35p.; Produced for the New Standards Project.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Educational Assessment; Elementary Secondary Education; Organizational Communication; Partnerships in Education; Performance; *Public Relations; *Standards

The New Standards Project, a joint program of the Learning Research and Development Center at the University of Pittsburgh and the National Center on Education and the Economy, is working to set very high, voluntary national education standards for all students and to create a performance-based examination system. Approximately 20 states and 6 urban school districts participate in the project. This document presents findings of a study conducted by Public Agenda, which examined public response to the program. Data were obtained through 24 focus groups in 3 New Standards sites--Seattle (Washington); Rochester (New York); and the state of Kentucky. The groups were composed of teachers, students, parents, and members of the general public. Section A reviews focus group reactions, both positive and negative, to the project and suggests responses to those reactions. Section B examines "process" problems and how to manage them. Special problem areas, which involve intense substantive concerns, are discussed in section C. Section D presents 11 tips for communicating with the public, and section E reviews some recurring questions that people ask about the project. The final section summarizes the project's salient points. Appendices contain selected survey data and a list of related material and publications from Public Agenda. (LMI)

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ED 370 234 EA 025 872

Farkas, Steve
Educational Reform: The Players and the Politics.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Educational Assessment; *Educational Change; Educational Finance; *Educational Objectives; Elementary Secondary Education; Performance; *School Restructuring; Teacher Attitudes

Substantive arguments on school reform may be disguising a hidden debate over the process and politics of such reform--a debate over who should be responsible for educating our youth, the parties responsible for the current difficulties, and how severe these difficulties are. This document attempts to identify the attitudes that drive this hidden debate. Data were obtained through surveys that were mailed in 1992 to 500 teachers, 500 school board presidents, 750 superintendents, 250 principals, and 800 business executives. A total of 803 responses were received. Although educators and business executives showed consensus on educational goals, they disagreed acutely about evaluating education's performance,

ED 370 253 EC 301 933

DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families.
PUB DATE- 93
NOTE- 148p.; For each recommended practice, see EC 301 934-948.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adaptive Behavior (of Disabled); Cognitive Development; Communication Skills; Curriculum; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Emotional Development; Family Involvement; *Gifted; Individualized Education Programs; Infants; Interpersonal Competence; Program Development; Program Evaluation; Psychomotor Skills; Special Education; Special Needs Students; Student Evaluation; Transitional Programs; *Young Children
IDENTIFIERS- Council for Exceptional Children; Individualized Family Service Plans; *Quality Indicators

This document describes a set of indicators that the Division for Early Childhood (DEC) Task Force on Recommended Practices recommends for early intervention and early childhood special education (EI/ECSE) programs for infants and young children with special needs and their families. The indicators are designed to be used by professionals in examining practices currently employed in EI/ECSE programs and in developing programs, and for families to use in selecting a program. The indicators are research-based or value-based, family-centered, compatible with a multicultural perspective, involving members of various disciplines, developmentally and chronologically age appropriate, and normalized. Indicators address the following specific program areas: assessment, family participation, individualized family service plans and individualized education programs, service delivery models, general curriculum and intervention strategies, interventions to promote cognitive skills, interventions to promote communication skills, interventions to promote social skills and emotional development, interventions to promote adaptive behavior skills, interventions to promote motor skills, transition, personnel competence, program evaluation, and early intervention with children who are gifted. For each set of indicators, a narrative discussion outlines a rationale for inclusion and implications for intervention. References accompany each section. (JDD)

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ED 370 254 EC 301 934

Odom, Samuel L.; McLean, Mary E.
Establishing Recommended Practices for Programs for Infants and Young Children with Special Needs and Their Families.
PUB DATE- 93
NOTE- 11p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early

ED 370 275 EC 303 005

National Resources and National Toll Free Numbers.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Children; *Disabilities; Elementary Secondary Education; *Information Services; *Organizations (Groups); Resources; Spanish; Telephone Communications Systems; Youth

This resource list provides names, addresses, and telephone numbers of 13 information clearinghouses and 42 organizations providing information on children and youth with disabilities. Telephone numbers are designated as either voice or text telephone. Spanish-language resources are also indicated. A list of organizations that have national toll-free telephone numbers is also provided, covering the areas of acquired immune deficiency syndrome, alcohol and other drug abuse, Americans with Disabilities Act, assistive technology/devices, blindness/visual impairments, burns, cancer, child abuse, communication disorders, craniofacial syndromes, deafness/hearing impairments, disability awareness, education, employment, financial counseling, hospice, information services, literacy, medical/health disorders, mental health, mental retardation, nutrition, physical disabilities, rare syndromes, recreation, rehabilitation, respiratory disorders, respite care, rural concerns, specific disabilities, supplemental security income, trauma, and Vietnam veterans/Agent Orange. (JDD)

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ED 370 276 EC 303 007

Hebbeler, Kathleen
Traversing the Mainstream: Regular Education and Students with Disabilities in Secondary School. A Special Topic Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Education Work Relationship; Employment; Graduate Surveys; High Schools; Independent Living; Longitudinal Studies; *Mainstreaming; *Outcomes of Education; Postsecondary Education; *Regular and Special Education Relationship; Social Integration; *Student Characteristics; Time Factors (Learning); Transitional Programs
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This report documents what has been learned through the National Longitudinal Transition Study (NLTS) of Special Education Students about regular education and secondary students with disabilities. Findings are based on data from more than 8,000 youth in secondary special education, ages 13 to 21, in 1985-86. Focus of the report is on how much time students spent in regular education and the effects of regular education on outcomes independent of student and other characteristics. After an introductory chapter, chapter 2 presents a general

ED 370 296 EC 303 027

Maternal and Child Health Research Program. Completed Projects 1989, 1990, and 1991.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 93
NOTE- 254p.; For an earlier project report, see ED 361 967.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Child Health; Children; *Disabilities; Early Childhood Education; Early Intervention; Early Parenthood; Elementary Secondary Education; Federal Programs; Infants; Influences; Mothers; Perinatal Influences; *Pregnancy; Prenatal Care; Prenatal Influences; *Research Projects
IDENTIFIERS- *Maternal and Child Health Bureau

This publication describes 33 research projects supported by the federal Maternal and Child Health Bureau and completed in 1989, 1990, and 1991. It is the third edition in a series of collected abstracts of completed maternal and child health research projects. Each project abstract contains the name of the grantee, name and address of the investigator, project costs, statement of the problem, research questions addressed, study design and methods, study sample or population, findings, recommendations, and publications. The research projects focus on the following topics: school-age very low birthweight children, infant health and development, health and nutritional status of Mexican-American children, pesticide exposure and pregnancy outcome, chronically ill children's use of time out of school, mothers and deaf infants, intravenous antibiotic therapy in cystic fibrosis, trace metal interactions in lead-exposed children, closed head trauma in adolescence, child care arrangements and acute illnesses in preschoolers, financing maternity care, early intervention, infants of depressed adolescent mothers, technology-dependent children, coping with sudden infant death syndrome, paternal unemployment, grandfather influence, memory, standards for the evaluation of growth and nutritional status, follow-up care for premature infants, neonatal outcome and weight gain of Black adolescents, biotinidase deficiency in newborns, infant abuse and neglect, auditory testing, early intervention in failure to thrive, otitis media, uterine contractions in Black women, perinatal regionalization, breastfeeding, sickle cell anemia, listening partners, mothering in adolescence, and epilepsy in pregnancy. In addition to the abstracts, the publication contains an analytic section on products and highlights resulting from the research projects completed in 1987 through 1991 and a section listing all of the final reports of research projects received by the Maternal and Child Health Bureau from 1980 through 1991. (JDD)

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ED 370 297 EC 303 028

Russell, Steven C., Comp.
LDA '94: A Capital IDEA. Poster Session Abstracts of the International Conference of the Learning Disabilities Association of America (Washington, D.C., March 16-19, 1994).
PUB DATE- Mar 94
NOTE- 31p.

ED 370 315 EC 303 047

Urbain, Cathleen
Supported Employment: A Step-by-Step Guide.
SPONS. AGENCY- Minnesota State Dept. of Jobs and Training, St. Paul. Div. of Rehabilitation Services.
PUB DATE- 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Advocacy; Agency Role; *Change Strategies; Community Programs; *Disabilities; Employment Programs; *Program Development; Public Agencies; Social Services; *Supported Employment; *Vocational Rehabilitation

This booklet is intended for individuals with disabilities, their families, friends, and advocates who are interested in supported employment. It begins with a description of the system that provides supported employment, explaining that vocational rehabilitation agencies and social services agencies "buy" supported employment services from direct service agencies. The booklet outlines procedures for requesting services and procedures for determining which services are appropriate, and notes the role of the vocational assessment. It gives tips on obtaining or improving services through career planning, job development, employment support, and integration. The booklet also explains how to obtain supported employment for one person or for many. A section on advocating for an individual points out that individuals should ask both vocational rehabilitation and social services agencies for supported employment, lists questions to ask, and lists strategies for developing effective working relationships. A section on advocating for a community contends that joining with other persons to advocate for systems change may be effective in obtaining supported employment services. It discusses steps involved, including finding persons with similar goals, creating a group, choosing a goal, gathering information, making connections, selecting a strategy, guiding a group, and focusing efforts. (JDD)

ED 370 316 EC 303 048

Deaf Education: Improved Oversight Needed for National Technical Institute for the Deaf. Report to Congressional Committees.
PUB DATE- Dec 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Deafness; Educational Finance; Endowment Funds; *Expenditures; *Federal Aid; Finance Reform; *Financial Audits; Financial Support; *Money Management; Postsecondary Education; Program Evaluation; School Funds
IDENTIFIERS- *National Technical Institute for the Deaf

This report reviews fiscal and program operations of the National Technical Institute for the Deaf (NTID), operated by the Rochester Institute of Technology (RIT) in Rochester, New York. The report found that some NTID expenditures of federal funds were for purposes not directly related to operating NTID as

ED 370 337 EC 303 069

Attention Deficit Disorder: What Parents Should Know.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

PUB DATE- 94

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; Behavior Problems; *Child Rearing; Disability Identification; Drug Therapy; *Educational Methods; Intervention

This paper outlines practical information on children with attention deficit disorder (ADD). Guidelines for identifying ADD are presented, followed by a summary of what parents and students can expect from special education and related services in public schools. Pros and cons of medication are noted, and recommendations for managing the child's behavior at home are provided. (PB)

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ED 370 338 EC 303 070

Sizemore, Charlda Carroll

Implementing a Support Program for Parents of Learning Disabled Students in a Rural Elementary School.

PUB DATE- Jan 94

NOTE- 96p.; Master of Science Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Creative Development; Elementary Education; Family Characteristics; Family School Relationship; *Learning Disabilities; *Parent Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Private Schools; Program Development; Program Effectiveness; Rural Schools; *Social Networks; Social Support Groups

This practicum reports on the development of a support network for parents (n=34) of students with learning disabilities at a private rural elementary school. The program focuses on providing essential information to parents and increasing their involvement within the school setting. The program involved: (1) monthly meetings of parents; (2) creative projects involving parents and children working together; and (3) development of improved communication channels among students, parents, teachers, and the school. Success of the program was measured by comparisons before and after program implementation utilizing a School Involvement Parent Questionnaire, school records, and a Background Assessment instrument. A 30 percent increase in average scores was measured on the Background Assessment. A 15 percent increase in parental volunteers in the classrooms and a 12 percent increase in parental attendance at school-wide functions were also exhibited. A 25 percent increase in positive responses on the parent involvement questionnaire indicated increased parental engagement in creative projects. Extensive appendices include the measures developed for the study, results of telephone polls, specific results for each question on the questionnaire, letters and materials used to develop the program, and results of the student elements: student outreach, recruitment, intake, and orientation; matching; and ongoing student support. Chapter 3, which deals with volunteers, contains standards related to volunteer outreach, recruitment, intake, and orientation; matching; and on-going volunteer support. Also included in chapters 1 through 3, respectively, are standards for evaluating programs from the standpoints of program management, students, and volunteers. (MN)

ED 369 880 CE 066 136

Tessaring, M.
Manpower Requirement by Levels of Qualification in West Germany until 2010. Implications of the 1989 IAB/Prognos Projection for the Qualification Structure of Jobs. Labour Market Research Topics, No. 4.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demand Occupations; Employment Opportunities; Employment Patterns; *Employment Projections; Employment Qualifications; Foreign Countries; *Futures (of Society); Job Development; Job Skills; *Job Training; Labor Market; *Labor Needs; Occupational Information; Postsecondary Education; Vocational Education
IDENTIFIERS- *Germany

The extension of the 1989 Institute of Employment Research (IAB)/Prognos projection of the sectoral and job-specific labor force demand by levels of qualification shows that the previous trends toward higher qualification requirements of jobs is expected to continue in Germany. The main reasons are the significant shift in favor of secondary service jobs and the rising qualification requirements of all jobs. The expectation is that the demand for workers without a formal training certificate (unskilled workers) will continue to decline, from 23 percent (1987) to about 13 percent in 2010. Job gains are forecast for workers who complete on-the-job or school training. For this level, employment gains in service activities and losses in production jobs will balance each other. Despite an absolute increase in jobs, their share in total employment will stagnate just under 60 percent. Persons in this group who have completed further training at trade and technical schools will be more in demand, with jobs increasing from 8 percent in 1987 to approximately 10 percent in 2010. The same is true for higher education graduates. In 2010, around 18 percent of all jobs could require training at universities or polytechnics. The current view is that the shift from the former German Democratic Republic to the Federal Republic is not expected to bring about a change in the direction of these basic trends, which are being observed in most industrialized countries. (YLB)

ED 369 881 CE 066 141

Mattoon, Joseph S.
Evaluating Training and Educational Programs: A Review of the Literature.
PUB DATE- Oct 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

Education; *Telecommunications
IDENTIFIERS- *Indiana Higher Education Telecommunications System

A study surveyed the opinions of 152 Indiana State University (ISU) students who had taken courses delivered on the Indiana Higher Education Telecommunication System (IHETS). Of the 365 questionnaires mailed to students enrolled in educational administration, industrial technology education, and health and safety, 45.51 percent were returned. Measures of central tendency, chi-square, and one-way analysis of variance were used to analyze data. Data supported the conclusion that IHETS was a viable alternative to "traditional" off-campus classes. The educational goals of 71% of respondents depended on the IHETS delivery system. Respondents believed the IHETS delivery system should be used to promote the majors (86.9 percent) and they would recommend programs that were at least partially delivered by IHETS (87.5 percent). Data supported the conclusion that IHETS courses provided learning experiences equal to other classes. However, respondents reported interactions in the class needed to be improved. They were positive about the methods and treatment students received in the IHETS classes and believed that their relationship with instructors and ISU was very positive and that ISU had made a commitment to delivery of quality programs. Respondents' opinions were not affected by their gender but were affected by number of courses taken and distance traveled to get to an on-site class. On a self-rating scale, respondents rated themselves as very supportive of the IHETS delivery system. (YLB)

ED 369 898 CE 066 250

Yakimovicz, Ann, Ed.
Distance Learning Research Conference Proceedings (San Antonio, Texas, April 27-29, 1994).
PUB DATE- Apr 94
NOTE- 275p.; Proceedings funded by VTEL Corporation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; College Programs; Comparative Analysis; Computer Assisted Instruction; Computer Uses in Education; *Distance Education; Educational Needs; *Educational Practices; *Educational Research; Electronic Publishing; Foreign Countries; Graduate Students; Instructional Design; Instructional Materials; Integrated Curriculum; Interaction Process Analysis; Interactive Video; Intercollegiate Cooperation; Job Training; Material Development; Models; Needs Assessment; Nursing Education; Postsecondary Education; Professional Development; Self Concept; Student Attitudes; Student Participation; Telecommunications; Teleconferencing; Telecourses
IDENTIFIERS- Africa; Australia; United States

The following papers are included: "Assessment of Telecommunications Needs at the Texas Department of Health" (Adair, Griffin, Steinhausen); "Realizing the Democratic Ideal in Adult Distance Learning" (Boyd, Dirkx); "Classroom Social Interaction" (Burkhart-Kriesel); "Interaction Analysis of an Inter-University Computer Conference" (Burt, Grady, McMann); "Integrating Distance Learning Activities to Enhance Teacher Education toward the Constructivist Paradigm of Teaching and Learning" (Crotty); "Students' Perspectives of Telecourse Instruction" (Daines et al.); "Problems and Issues in Distance Learning Using Interactive Video between the U.S. and Selected African Countries" (Dooley et al.); "Understanding Students' identify potential employment barriers; teaches them how to prepare effective written materials to support the job search and how to interview successfully; and provides ways to develop strategies for finding paid work. Five units contain informational material and activities that cover these topics: (1) self-assessment of skills, interests, and achievements and matching skills with employer needs; (2) employment barriers and strategies for overcoming barriers; (3) effective written materials, including resumes, cover letters, application forms, and thank you letters; (4) the employment interviews, including preparation, nonverbal and verbal behavior, interview questions, and closing the interview; and (5) developing a job search plan, including research interview, goal setting, identification of action steps, location of resources, development of activities, establishment of a timeline, and more education and information. A list of nine annotated resources is appended. (YLB)

ED 369 916 CE 066 328

Working Options: How To Plan Your Job Search, Your Work Life.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Experience; *Employment Interviews; *Job Applicants; Job Application; *Job Search Methods; Labor Market; *Older Adults; Reentry Workers; Resumes (Personal); *Retirement; *Self Evaluation (Individuals)

This booklet describes a self-directed job-search plan that works for older adults. First, the publication contrasts a self-directed job search with a typical job search. Then the brochure outlines the basic steps the job seeker needs to take: (1) assessing oneself with regard to interests, skills, work environment, and potential employment barriers; (2) setting employment goals; (3) assessing the job market; (4) networking; (5) informational interviewing; and (6) job seeking, including applications, resume, cover letter, interview, and salaries. Other topics include employment agencies and the following working options: sabbaticals, phased retirement, part-time work, job-sharing, flextime/seasonal work, working for a temporary agency, and volunteer work. Those qualities that older workers can bring to the workplace are also highlighted. A final section recommends resources for further developing abilities in the areas of job search and changing careers and lifestyles and lists employment programs offered by national organizations, state resources, and volunteer opportunities. (YLB)

ED 369 917 CE 066 330

Bakar, Ab. Rahim; McCracken, J. David
Youth Organization and Supervised Agricultural Experience Participation as Predictors of the Career Maturity of Agricultural Education Students. Summary of Research 72.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agricultural Education; Career Development; Career Exploration; Educational Research; High Schools; Maturity

IDENTIFIERS- Great Britain

This bulletin identifies and discusses issues surrounding collaborative arrangements and partnerships for British technical colleges and gives guidance on identifying, setting up, and maintaining such arrangements. Some potential advantages and disadvantages of partnerships are listed. A checklist follows of the most common partners in collaboration with some illustrative examples of the purposes of collaboration. These issues and tensions are then discussed: competition/collaboration debate, approaches to partnership, and significance of incorporation. The following lists of dos and don'ts reflect the real experiences of the colleges involved in partnerships and the lessons learned. Fourteen case studies provide insights into a number of specific partnerships, including the following: shared resources, joint program planning and provision, college-school collaboration, shared progression, college liaison with partner and hinterland schools, further and higher education partnership, shared planning and development, shared delivery of National Vocational Qualifications, joint bid for funding, and shared recruitment. Finally, guidelines are presented as a checklist of questions for consideration when reviewing existing partnerships or setting up new partnerships. They address rationale for collaboration, costs and benefits, management, quality, new partnerships, and partnership and management information systems. (YLB)

ED 369 935 CE 066 369

Moore, Richard W.; And Others
Public Training with Private Efficiency: An Analysis of the Outcomes of California Employment Training Panel Programs.
SPONS. AGENCY- California State Employment Training Panel, Sacramento.
PUB DATE- May 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dislocated Workers; *Economic Development; Employment Programs; *Job Training; Labor Force Development; Outcomes of Education; *Program Effectiveness; Program Evaluation; Public Policy; *State Programs; Statewide Planning; Unemployment; Wages
IDENTIFIERS- *California Employment Training Panel

A study evaluated the economic outcomes of one state-sponsored training program--the California Employment Training Panel (ETP)--which captured the benefits of private job training within a public program. It examined the impact of ETP training on a new group of 41,959 ETP trainees trained in 1990-91 in the year after training and estimated the impact of this training on the California economy. It tracked 46,946 ETP trainees trained in 1989-90 in their second year after training to determine whether the impact of ETP training persisted. The following conclusions were reached: public investment in ETP training reduced unemployment and increased earnings for individual workers; ETP training facilitated transitions between jobs for unemployed workers and technical and organizational changes within companies for employed workers; ETP training was a tool for economic development in California; performance-based contracting appeared to be the policy that allowed ETP to generate outcomes similar to private, employer-provided training; and ETP's success was due in large part to the dynamic or ad hoc character of the funding process. The participation in the experiment, pretest/posttest with accompanying MSDS packet, evaluation sheet for users of the MSDS software, and user survey. Section 2 provides information on two software programs: (1) STUBBY, a program that creates four levels of exercises for employees to learn about their pay stub while improving their basic skills, and (2) Workplace Vocabulary Builder, a program that helps employees learn workplace specific vocabulary. A STUBBY pretest/posttest is included. Section 3 on interactive knowledge provides information on TEXTdisc, a CD-ROM disc containing multimedia workplace literacy courseware that is designed to help textile employees improve their reading and math skills, and companion videotape that provides an introduction to TEXTdisc and is designed to motivate employees to complete the program. This section contains an instructional outline of the video introduction and reading and math components and sample TEXTdisc crossword puzzles. (YLB)

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ED 369 954          CE 066 423

Baldwin, Anna; And Others
Reading and Math.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 120p.; For related documents, see ED 361 516 and CE 066 419-424.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Computer Assisted Instruction; Individualized Education Programs; Instructional Materials; Integrated Curriculum; *Literacy Education; *Mathematics Instruction; Mathematics Skills; Pretests Posttests; *Reading Instruction; Reading Skills
IDENTIFIERS- *Workplace Literacy

This publication contains materials used in the three phases of the reading and mathematics components of work-specific classes. Each section begins with an overview of developments in that phase. Section 1 focuses on Phase 1 during which math and reading were taught as separate components. It contains a math placement appraisal, worksheets and quizzes for math and trigonometry, and information sheets and exercises on DOS commands and managing a hard disk. Section 2 focuses on Phase 2 during which reading and math components were taught separately. It provides the following: crossword puzzles and word searches that incorporate work-specific vocabulary, main idea practice, reading pretest word problems, line graphs, and a pay stub exercise. Section 3 covers Phase 3 that uses three components to integrate reading, mathematics, communication, and other critical skills: (1) pretest to write an Individual Instruction Plan; (2) cooperative learning groups to solve enrichment activities specific to the plant; and (3) production of a video presentation that addresses departmental education needs. The first component includes PLUS (People Leaping Upward to Success), a mathematics program for the workplace, with objectives, pretest/posttest, individualized education plan, and sample PLUS assessment materials. The second component contains plant-specific applications for math, covering place value, addition, subtraction, multiplication, division, fractions, and decimals. Miscellaneous tests, activities, and checklists used in the classes are also provided. (YLB) mailed to a random statewide sample of 1,100 Ohio vocational education teachers, vocational special education coordinators, vocational special needs evaluators, and state supervisory staff. A total of 331 persons (approximately 30%) completed the survey instrument. Respondents were asked to rate the importance of and need for training in the following aspects of the instructional process: assessment and evaluation, counseling and referral, program placement, remediation, tutoring, specialized service, job placement, and follow-up. The survey confirmed that educators consider training in all eight aspects of the instructional process more important and more necessary for teachers working with mainstreamed at-risk special needs students than for teachers working with typical vocational students. Significant differences on all eight items of the importance of training scale and on six items of the need for training scale were found across the variables for educator type. (Appendixes include the Kent State University mainstreaming model for vocational education special needs services, the survey instrument, and tables detailing selected study findings.) Contains 20 references. (MN)

ED 369 974 CE 066 451

Wisconsin Workplace Partnership Training Program (National Workplace Literacy Program). June 1, 1992-December 31, 1993. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 517p.; For related documents, see ED 334 442-443, ED 361 535, ED 367 899-900, and CE 066 452-454.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; *Content Area Reading; Learning Activities; *Literacy Education; Metric System; Numeracy; *Partnerships in Education; *Peer Teaching; Program Effectiveness; School Business Relationship; Skill Development; Speed Reading; *Statewide Planning; Technical Institutes; Technical Writing; Two Year Colleges; Unions; Vocabulary Development; Workshops
IDENTIFIERS- *Wisconsin; *Workplace Literacy

The Wisconsin Workplace Partnership Training Program involved the state's technical college system board, state chapter of the AFL-CIO, Wisconsin Manufacturers and Commerce, and Madison Center on Education and Work. The state-level education-labor-management partnership was mirrored at the local level in 28 worksite education centers. Instruction was offered in large (over 2,000 employees) and small (fewer than 100 employees) companies in the manufacturing, health care, service, and publishing industries. The partnership model on which the project was based featured open-entry/open-exit worksite educational programs, trained peer advisors to orient and encourage employees, and qualified instructional staff committed to teaching job-specific workplace basic skills curricula. In 1992-93, nearly 19,000 teaching hours of basic skills instruction was provided to 2,801 workers with a mean age of 37.5 years. Among the participants, 871 demonstrated improved test scores in basic skill areas and 496 showed improved communications skills. (Included in this package are gathered from a random sample of 80 schools (20 percent of secondary schools) throughout Scotland with 20 or more adults enrolled through telephone surveys with staff members and a questionnaire completed by 396 of 650 adult students in the schools. All of the adults were participating part time during regular school hours. Some of the findings of the study were the following: (1) Scotland is unique in Europe in the extent to which it promotes adult student participation in secondary schools, with 11,851 adult students enrolled in Scottish schools in 1992; (2) schools saw adults as role models and as contributing to greater job satisfaction for teachers--with few disadvantages; (3) most schools noted distinct needs for guidance and support for adult students, but few had staff trained in that area; (4) adults returned to school at all ages and took a variety of courses; (5) adults students were overwhelmingly female; and (6) most adults reported many gains from their participation in school, especially enjoyment, new knowledge, and new qualifications and skills, and more than half wanted to continued taking courses. Three conclusions were reached: having adult students in schools is an important resource for community development; there should be no distinction between vocational and nonvocational courses in regard to funding; and staff training in adult guidance is needed. (Contains references, a technical appendix, and descriptions of school and adult participant samples.) (KC)

ED 369 992 CE 066 568

Devine, Marion; And Others
School for Skills. Interchange No. 26.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.; Scottish Office Industry Dept., Edinburgh.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Educational Attitudes; Educational Improvement; *Educational Needs; Employer Attitudes; *Employment Potential; Foreign Countries; *Job Skills; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Skill Development; Student Attitudes; Teacher Attitudes; Teaching Methods; Vocational Education; Young Adults
IDENTIFIERS- *Scotland; *Technical and Vocational Education Initiative

An evaluation was conducted of the Technical and Vocational Education Initiative (TVEI), a program that aims to improve the skills of young people in Scotland to enable them to be effective, enterprising, and capable at work. The evaluation looked at the extent to which TVEI had enhanced the acquisition of certain key skills (communicating, working individually and in teams, solving problems, taking responsibility, being enterprising, and using modern technology) and any approaches that had been successful in promoting the development of these skills in young people. Information was gathered through surveys of staff and pupils in higher and further education and of employers and through case studies. The study found that oral communication was the one skill valued by all groups and that this skill was widely thought to have improved in recent years, although only a quarter of pupils found oral communication to be very easy. The study also found that the different groups had different expectations of school leavers and concluded that teachers should be aware of these responsibility is diminished in the absence of expertise on the part of the authority figure. It is found that the issue of "responsibility" is highly complex and needs clarification in situations involving obedience. Contains 7 references. (MSF)

ED 370 011 CG 025 318

A Tradition of Tolerance: What Wisconsin Parents Think about Teen Alcohol Use; and Executive Summary.
PUB DATE- Apr 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Alcohol Education; *Cultural Influences; Culture; *Drinking; Drug Education; Illegal Drug Use; *Parent Attitudes; Parent Child Relationship; *Parent Influence; Parents
IDENTIFIERS- *Wisconsin

A two-part study involving qualitative research in the form of focus groups and a quantitative telephone survey examined the extent of drug and alcohol use by school-age children and the behaviors and attitudes surrounding it. Results indicate that Wisconsin parents are comfortable with alcohol use, considering it a part of their culture, although almost 80% consider underage drinking a community problem. At the same time, nearly 75% have allowed or will allow their children to taste alcohol before age 21, and over 70% said that alcohol concessions at community fairs and sporting events are sometimes acceptable. The message taught in schools should be that moderation and responsible use are more important than a magic legal drinking age. Most parents agreed there is no responsible way to use drugs or cigarettes. Illicit drug use is far less tolerable than drinking, and drinking and driving would also merit severe punishment. Contradictory messages are communicated when schools and parents fail to provide a united front. Full report includes a 6 page summary pamphlet. (MSF)

ED 370 012 CG 025 319

Molinari, Geralyn D.
Resource Guide to New Jersey Adolescent Substance Abuse Treatment Services.
PUB DATE- Jul 93
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Clinics; *Drug Abuse; *Drug Rehabilitation; Elementary Secondary Education; Group Homes; Rehabilitation Centers; Rehabilitation Programs; Residential Institutions
IDENTIFIERS- *New Jersey

This guide was developed to assist treatment providers and school personnel to identify New Jersey drug and alcohol treatment programs providing services to adolescents. Geographical areas served, days and hours of operation, admission requirements, services available for adolescents, payment information, and the name of a contact person are presented for each facility. Information concerning whether facilities are accessible via public transportation and accessible to the disabled is also provided. A description of all services offered by individual programs is provided, when available, as additional aggression. The number of students who reported that they knew how to settle a conflict peacefully rose from 31 to 60 out of 83 respondents. No changes occurred in the number of teacher interventions which may have been due to the teachers' desire to be involved in any resolution as it relates to the classroom. Results indicate that conflict resolution programs are effective with elementary school students and that such programs do not need to be elaborate or lengthy to work. Six tables are included which summarize the data. Three appendices give samples of student and teacher questionnaires. (RJM)

ED 370 032 CG 025 405

Frazier, Patricia; And Others
Predictors of Postrape Trauma.
PUB DATE- Aug 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Emotional Response; Prediction; *Predictor Variables; *Rape; Sexual Abuse; Victims of Crime
IDENTIFIERS- Minnesota (Minneapolis); *Posttraumatic Stress Disorder; *Rape Recovery; Sexual Violence; Traumas

Women exhibit a wide range of responses to a sexual assault. This study focused on two factors that may either hinder or facilitate postrape recovery and which are potentially modifiable: (1) causal attributions; and (2) coping strategies. Rape survivors (n=105) seen at a sexual assault resource service in Minneapolis, Minnesota, completed measures of attributions, coping strategies, and recovery at seven time points. Attributions were measured by the Rape Attribution Questionnaire (RAQ), which was developed for this research and which contains three seven-item scales assessing behavioral, characterological, and external (society and rapist) attributions about the cause of the rape. Coping strategies were assessed by four subscales taken from the Coping Strategies Inventory (CSI) while four different questionnaires gauged recovery. Results showed high distress levels among survivors which remained fairly stable over time. It appears that both blaming one's self and blaming external forces accompanies more distress while a sense of future control and the belief that future assaults can be avoided were associated with recovery. Coping data suggest that the use of cognitive restructuring is associated with less concurrent distress, whereas expressing emotions is connected with higher distress levels. Data summaries appear in four tables. (RJM)

ED 370 033 CG 025 406

Frazier, Patricia; And Others
An Evaluation of a Rape Prevention Program.
PUB DATE- 93
NOTE- 6p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Dating (Social); Higher

(4) to inform the parents of minority students about postsecondary education in order to prepare them to assist their children in making informed career and college-related decisions. A 15-component program geared to meet the needs of African American and Hispanic students and their parents was developed and implemented. Pre- and post-implementation surveys were administered to student and parent participants. The solution strategy utilized students, parents, teachers, counselors, speakers, and mentors to inform African American and Hispanic students and their parents about postsecondary options. Analysis of the data revealed that precollegiate program participants significantly increased the number of their postsecondary applications and greatly expanded the pool of students who took standardized admissions examinations. In addition, both 9th-grade minority students and minority parents were able to demonstrate an increased awareness of postsecondary opportunities as a result of participation in the precollegiate program. (Author/RJM)

ED 370 052 CG 025 450

Hemstreet, Brett Elliott; Flicek, Michael
Comparing Social Skills of Adolescents in Substance Abuse Treatment and Normal Adolescents.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Communication Skills; *Interpersonal Competence; Secondary Education; Self Concept; Self Disclosure (Individuals); Social Adjustment; Social Cognition; *Social Development; *Substance Abuse

Interventions for adolescent substance abuse currently include social skills training components despite the fact that the nature and extent of social skills problems among adolescents who abuse substances has yet to be documented in the research. In the current investigation, 95 adolescents who were in treatment for substance abuse were compared with 97 normal adolescents on self-reports of social skills obtained using the Social Skills Rating System--Student Form (SSRS-S). Boys in treatment self-reported significantly greater deficits than normal boys on total social skills and on all four subscales. Girls in treatment self-reported significantly greater deficits on subscales labeled cooperation and assertion than normal girls but did not differ significantly from normal girls on subscales labeled empathy and self-control. Despite these reported differences, a majority of adolescents in the substance abuse treatment groups did not self-report social skills problems. Discussion focuses upon implications for assessment, prevention, and intervention. (Author)

ED 370 053 CG 025 451

Storm, Heidi A.
Enhancing the Acquisition of Psychotherapy Skills through Live Supervision.
PUB DATE- 12 Aug 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).

*Youth Leaders; Youth Opportunities; Youth Programs
IDENTIFIERS- Youth Participation

The Indiana Youth Institute (IYI) is an intermediary agency which supports adults statewide who care about youth. This handbook, which considers young people as resources, serves as a bridge to more information on youth involvement. It defines youth leadership and participation; provides program ideas and strategies; lays the foundation for establishing and expanding networks of youth development professionals; and identifies local youth-adult partnership programs, resource people, and materials. Written for people who work with youth, the guide is divided into three parts. The first section elaborates on youth leadership and partnership and lists characteristics, responsibilities, and benefits of the programs. Section two outlines ways to solicit young people's opinions, highlights considerations before starting a program, and offers some program assessment techniques. The final section shows how to build a youth leadership and partnership program. At the end of each section are references along with a list of resource centers. Two appendices list national resources and youth leadership programs in Indiana. (RJM)

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ED 370 072 CS 011 689

Goerss, Betty L.; And Others
Study To Train Remedial Elementary Students To Become More Sensitive to Context Clues.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Context Clues; *Instructional Effectiveness; Intermediate Grades; *Reading Improvement; Reading Research; *Remedial Reading; Skill Development; Word Recognition

A study examined the development and functioning of a task targeted toward helping students use context clues more effectively. Subjects, five fifth- or sixth-grade remedial students of low verbal ability, were presented target words in contexts of one to three sentences taken from fifth and sixth grade basal stories as part of a 5-step training task. Quantitative and qualitative results indicated that each of the five students made progress. Results also indicated that four of the five students appeared to internalize the training task and were similar to "high ability" students in an earlier study. Findings suggest that the training task may be a useful tool to help students develop a more productive process for dealing with contexts. (Contains 10 references and three tables of data.) (RS)

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ED 370 073 CS 011 694

Sharp, Pat Tipton; Wood, Randy M.
Morals/Values: A Review of Selected Third and Fifth Grade Reading and Social Studies Texts.
PUB DATE- May 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical

their perceptions of the school's mission and its link to the new reading educator; (3) interview the best candidates; (4) observe the best candidates; and (5) develop strategies for retaining newly appointed reading professionals. These strategies do not guarantee the selection of the best candidates, but they do provide a reasonable sense of direction. The most important ingredient in these guidelines is the involvement of teachers in every phase of the process. (A checklist for the recruitment of qualified reading professionals is attached.) (RS)

ED 370 094 CS 011 717

Ediger, Marlow
The Integrated Reading Curriculum.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Evaluation Methods; *Holistic Approach; Individualized Instruction; *Individualized Reading; *Integrated Curriculum; Phonics; Reading Achievement; *Reading Skills

The act of reading is holistic and involves acquisition of facts, concepts, and generalizations. With Instructional Management Systems (IMS) and state mandated testing, however, reading too frequently becomes a means of appraising the achievement of students in acquiring word recognition skills as well as diverse comprehension abilities. School systems and teachers of reading should emphasize the tenets of individualized reading. Individualized reading advocates believe that: (1) the act of reading is holistic and not fragmented; (2) students should select reading materials within a flexible framework; and (3) the student should be heavily involved in appraising his/her reading performance. Holistic means of assisting students in reading stressed within the framework of individualized reading philosophies may also be emphasized with the utilization of basal readers. Emphasis should not be on students learning isolated phonics sounds. A better emphasis would be for each student to learn phonics generalizations while reading content. Students should be active participants in learning. To achieve higher levels of cognition, students need to bring meaning to subject matter. Reading skills must be secured and utilized within the framework of quality holistic reading experiences. (RS)

ED 370 095 CS 011 718

Raines, Shirley C.
450 More Story Stretchers for the Primary Grades: Activities To Expand Children's Favorite Books.
PUB DATE- 94
NOTE- 256p.; For an earlier "Story Stretchers" in the series, see ED 355 469.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- American Indian Literature; Authors; Childhood Interests; *Childrens Literature; *Class Activities; Elementary School Students; Environmental Education; Folk Culture; Multicultural Education; Poetry; Primary Education; Reading

IDENTIFIERS- *Writing Development

Designed to help teachers create an affective, whole-language program, this book appeals for teachers to arm their students with the power to communicate freely and unselfconsciously by offering to students the joy that comes from knowing how to express themselves. The book charges that caring teachers are "the real freedom fighters"--freeing children to communicate by providing them with the tools of the language arts and the confidence to use them, while sharing enthusiastically in their success. Chapters in the book are: (1) Writing: Process and Product; (2) Dialogue Journals: Personalizing Writing; (3) Copy-Cat Books: Expanding Upon Children's Literature; (4) Episodic Novels: Becoming Real Authors; (5) Other Motivators: When They Don't Know What to Write; (6) Build-Me-Ups: Enhancing the Self-Concept through the Language Arts; (7) The Newspaper: Conduit to Our Reading Culture; (8) The Wonder of Words; (9) Visualization Activities: Why the Book Was Better than the Movie; (10) Role Playing: Trying Life on for Size; (11) The Integrated Teaching Unit: Tying It All Together; and (12) Learning Stations: Child Centered Language Learning. A list of 190 predictable books, two field-tested units, and sample learning stations are attached. (RS)

ED 370 113 CS 214 324

Hall, Thelma R.
Charlotte Perkins Gilman's "The Yellow Wallpaper": A Surrealistic Portrayal of a Woman's Arrested Development.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Criticism; Cultural Context; *Females; *Feminism; Higher Education; Individual Development; *Interdisciplinary Approach; *Literary Criticism; Nineteenth Century Literature; *Surrealism; United States Literature
IDENTIFIERS- *Gilman (Charlotte Perkins); *Yellow Wallpaper (The)

Charlotte Perkins Gilman's short story "The Yellow Wallpaper" is a revolt against what she labels as "Androcentric Culture" where men have access to the world while women have access only to the home and where "the common humanity" of women has largely been ignored. Salvadore Dali's "The Object as Revealed in Surrealist Experiment," Michel Carrouges' "Andre Breton and the Basic Concepts of Surrealism" and other art theorists reveal the extent to which Perkins employs ideas similar to those of surrealism to criticize the condition of women in American society in the late nineteenth century. Exposing students to the relationships between major areas of study, such as, art, literature, psychology and women's studies, illuminates the meaning behind the climatic moments in the story, when the narrator, having been confined to a bedroom papered with yellow wallpaper, believes that she sees a woman entrapped behind the paper's ornate design. As her madness intensifies, she identifies herself with the trapped woman until subject-object relations become confused: the two women become one. In surrealist works, according to Haim N. Finkelstein, the metamorphosis of subject and object, the "change of role," is "an act of defiance against the mediocrity of life, a gesture of liberation from the accepted notions of usage and function"--the ability to see what lies beyond external appearance is enhanced. (Contains 11 references.) (TB) means of countering inequality built into their Dominican culture. While young girls were expected to play indoors rather than outdoors, this led in some cases to a refuge in books. Other respondents said they pursued high literacy as a means of countering other forms of inequality, those concerning race and class. One respondent became "highly literate" partly because she wanted to understand Dominicans' denial of class and their distinct mulatto condition, their mixture of European, Spanish, and African heritage. Findings indicate that high literacy is a double-edged sword: it is both constraining and liberating, both an instrument of conformity and an instrument of creativity. If it requires a price so dear as to induce mental breakdowns, it also results in awakenings or rebirths that, among other things, lead to a deeper understanding and renewed love of the Dominican heritage, which is usually devalued in mainstream society. (TB)

ED 370 132 CS 214 345

Nelson, Alexis
Views from the Cellar: Students' Versions of Portfolio Assessment.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Students; *Freshman Composition; Higher Education; *Portfolios (Background Materials); *Student Attitudes; Student Evaluation; Student Reaction; Teaching Methods; Writing Evaluation; Writing Research
IDENTIFIERS- *Composition Theory; *Portfolio Approach

A study at a state university examined a portfolio method of evaluation in two freshmen composition classes; in both, the portfolio was used as a pass-fail method of ensuring department-wide standards. A professor attended two different composition classes and did the work for each; in addition, eight students were interviewed from those classes three different times during the semester. Results indicated that freshmen were initially very confused about the purpose of the portfolio method. When their teacher told them that the portfolios were more an evaluation of her teaching than their writing, they took her at her word. Students then constructed a meaning for portfolios that deflected their attention from their writing, and stood in opposition to the stated goal of the portfolio program. Students were also very frustrated with the lack of actual commentary on the final portfolio evaluations. While midterm evaluations provided space for the commentator's observations, the final evaluation form did not; much to their chagrin, most students received only a single comment, such as "Congratulations." Despite such formalistic difficulties, however, many of the students found the portfolio method worthwhile finally. It developed skills of self-criticism, attention to audience, a respect for persuasive writing, and a willingness to revise writing to make it consistently strong. (TB)

ED 370 133 CS 214 346

Ingham, Zita
The New Director of Composition Composes Herself.
PUB DATE- Mar 94

the court system to resolve their custody and visitation conflicts. Counselors described the mediation process, answered questions, and showed a videotape entitled "Don't Forget the Children." Five measures were created to test the theoretical model: caring about/focusing on children's relational, school, home problems (concern for children); communication skills; feelings about self; stress; and expectations about mediation. Results indicated that concern for children and expectations about mediation impacted on a successful outcome. Major predictors of stress were feelings about self (self esteem) and communication skills. Findings suggest affirmation for the importance of communication as an element contributing to the success of mediation. The prospects for communication scholars to play a meaningful role in improving family communication during the process of divorce are challenging. (Contains 28 references, 1 figure, and 3 tables of data.) (RS)

ED 370 152 CS 508 580

Nelson, Lori J.; And Others
Effects of Participation in an Intergroup Communication Program: An Assessment of Shippensburg University's Building Bridges Program.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting the of Eastern Psychological Association (Providence, RI, April 14-17, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Attitude Measures; Controversial Issues (Course Content); Higher Education; *Intergroup Education; *Intergroup Relations; *Program Effectiveness; Program Evaluation; Racial Attitudes; *Student Attitudes; Student Reaction; *Student Surveys; Undergraduate Students
IDENTIFIERS- Communication Strategies; Cultural Sensitivity; Facilitators; *Shippensburg University PA

Designed to facilitate communication and understanding among college students of diverse ethnic backgrounds, the Building Bridges Program at Shippensburg University (Pennsylvania) used trained student facilitators to lead classroom discussions about intergroup relations. In addition, these minority and majority facilitators shared personal experiences of prejudice with their peers. Discussions took place during regular class periods in relevant courses taught by professors who expressed an interest in the program. During the program's first semester, trained facilitators (a mix of sophomores, juniors, and seniors) led 25 in-class discussions on racial and diversity issues. Later, a telephone survey assessed the impact of the program. Subjects, 53 randomly selected majority students (of whom 20 served as a control group) were called either before or after participating in the program. Subjects were told only that the survey was on racial issues--they were not informed that it was related to the Building Bridges Project--and they were asked to respond to 10 statements, with responses ranging from "strongly agree" to "strongly disagree." Taken as a whole, results indicated that the program was effective. It seems to have made students more optimistic about intergroup understanding, more comfortable interacting with minority students, more likely to perceive minority students as willing to interact with White students, and less likely to perceive minority students as unqualified to be at the university. Findings suggest that a future expansion of the program would be in order. (A data graph is attached.) (NKA)

Legislative Council to study these areas. (LMI)

ED 370 171 EA 025 748

Wagner, Shelby E.
From Meet and Confer to Collective Bargaining to Collaborative Bargaining.
PUB DATE- Jul 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; Elementary Secondary Education; Federal Government; Labor Demands; *Labor Legislation; *Labor Problems; *Labor Relations; Public Schools; *School Districts; *Teachers
IDENTIFIERS- California

For most of America's history, teachers have had few labor negotiating rights and little power to exert them. The National Labor Relations Act established the National Labor Relations Board and helped teachers gain more power in labor negotiations. Many worker rights gained from the 1930s through the 1970s were undermined by the increased complexity of labor negotiations and contracts and a new labor philosophy in the federal government during the 1980s. In California, public employee labor issues are governed by four statutes: the George Brown Act, the Winton Act, 1970 Winton Act, and the Educational Employment Relations Act. In the Corona-Norco School District in California, teachers' organizations negotiated for several years using the traditional style of bargaining. Marathon negotiation meetings were later used and resulted in multiyear teacher contracts. Many characteristics of the industrial union model are considered negative in collective bargaining, including its competitiveness and adversarial relationship. Alternatives to traditional labor negotiation stress focusing on the issues, lessening confrontation, examining common goals and interests, setting objective criteria, and seeking mutual gain. The Corona-Norco School District can employ some of these alternative negotiating methods in discussions with teachers. (Contains 25 references.) (JPT)

ED 370 172 EA 025 752

Jones, Marie Spriggs; Ross, Eleanor F.
School Improvement: A Case Study. An Effective Schools Framework for Partnerships in Systemic Reform.
PUB DATE- Jan 94
NOTE- 24p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; *Educational Quality; *Effective Schools Research; Elementary Secondary Education; Excellence in Education; Models; *Program Effectiveness; Program Evaluation; School Districts; *School Effectiveness
IDENTIFIERS- *Clarke County Public Schools VA

This paper presents findings of a case study that evaluated the Effective Schools process implemented in the Clarke County (Virginia) Public School District. The district received a Chapter 2 grant in 1993 from the Virginia Department of have initiated reforms to respond to these changing needs in administrator preparation. In the mid 1980s, California reformed its administrator requirements. The California Commission on Teacher Credentialing surveyed 2,500 individuals on the content and structure of administrator preparation programs, professional development experiences, and other credentialing policies. Respondents identified several major concerns for future administrators: cultural diversity, resources and fiscal concerns, school restructuring, staffing, management, leadership, academic preparation, community responsiveness, social issues, and civic and political leadership. Concerns in administrator preparation included recruitment, academics, broad skills, early clinical experiences and mentoring, broad preparation and development, and ongoing education. (Contains 19 references.) (JPT)

ED 370 193 EA 025 824

Ihle, Elizabeth L.
The Teacher Salary Equalization Movement in Virginia: The NAACP and the Virginia State Teachers Association, 1935-1941.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); Educational History; Elementary Secondary Education; Equal Opportunities (Jobs); Public Schools; *Racial Discrimination; *State Courts; *Teacher Salaries; Teacher Welfare
IDENTIFIERS- *National Association Advancement Colored People; *Virginia

During the 1930s and 1940s, the National Association for the Advancement of Colored People (NAACP) devoted much time trying to improve educational opportunities for African-Americans within the existing segregated school system. The teacher salary equalization movement began with a series of successful cases in Maryland. This paper examines how the NAACP used the lessons gained from the Maryland experience to advance the teacher salary equalization movement in Virginia from 1935 to 1941. The role of Thurgood Marshall is also described. By the end of the 1940s, the NAACP realized the impossibility of equal separate schools and decided to attack the entire system of school segregation. However, the teacher salary struggle produced the following gains: (1) teachers gradually received equal pay for equal work; (2) the equity of financial outlay between African-American and White schools was improved; and (3) the NAACP gained procedural knowledge, which aided salary fights in other states. Three tables are included. (LMI)

ED 370 194 EA 025 825

Local Education Funds: The Community Connection to Education Reform. A Report on a Consultation (Atlanta, Georgia, November 17, 1992).
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

contains four tables of local education agency statistics. (LMI)

ED 370 214 EA 025 849

Newmann, Fred M.
School-Wide Professional Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Collegiality; Educational Cooperation; Elementary Secondary Education; *Faculty Development; Participative Decision Making; *Professional Development; *Teacher Improvement

This document focuses on the challenge of building professional community within schools. The introductory article provides a definition of and rationale for "community within schools." The second article discusses some of the benefits that schools enjoy when they develop strong professional communities, and what conditions and resources make the development of those communities possible. The article examines teacher surveys from 15 restructuring schools to identify factors that affect the development of professional community--5 critical elements of teacher interaction, 5 structural conditions, and 5 social/human resources. Findings suggest that human resources--such as openness to improvement, trust and respect, knowledge and skills, supportive leadership, and socialization--are more critical to the development of professional community than are structural conditions. The third article provides profiles of one elementary, one middle, and one high school that have strong professional communities. Data were derived from observations, surveys, and interviews. Southern Elementary School, which implemented an Accelerated Schools model, was characterized by school-based decision-making, staff-led innovations, and reflection and inquiry. Northwest Middle School established a "choice system" for students and teachers; however, teachers had divergent ideas about curriculum and instruction. Western High School utilized heterogenous student grouping and multicultural education, formal mechanisms to encourage collaboration, and shared decision-making. Some teachers, however, identified time constraints and the rigid format of committee meetings as drawbacks. (LMI)

ED 370 215 EA 025 850

Mendez-Morse, Sylvia
Leadership Characteristics That Facilitate School Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; *Educational Change; Elementary Secondary Education; *Leaders; *Leadership Qualities; *Organizational Change

Accompanying the frequent calls for school reform is the assumption that the leadership needed to bring change will somehow emerge. Education researchers have begun to examine school administrators' leadership skills looking for the characteristics that help or impede efforts to improve defining its problems, and supporting solutions to those problems. First, business executives believed that schools fail to accomplish key educational goals. In contrast, educators assessed school performance as at least fair on all seven goals. Second, educators were much more likely than executives to say that the schools are overburdened and that money is an important problem. Finally, teachers and executives supported the creation of national education standards but faulted administrative waste. However, administrators (principals and superintendents) joined executives in downplaying problems of overcrowded classrooms and low teacher salaries. Nine figures and eight tables are included. (LMI)

ED 370 235 EA 025 876

Butler, E. Dean; And Others
Improving Learning Environments through a State-Wide Collaboration.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Cooperation; *Educational Environment; Elementary Secondary Education; Longitudinal Studies; *Program Effectiveness; *Resistance to Change
IDENTIFIERS- *Tennessee

The Positive Attitudes in Tennessee Schools Project (PATS), a collaborative school-improvement effort, was implemented in Tennessee schools in 1989. The project is based on the premise that a cultural transformation in the schools is needed to provide more supportive learning environments. This paper presents findings of a longitudinal study that sought to determine the extent of changes in the participating schools' cultural environments. In spring 1993, a total of 92 schools (51 elementary, 21 middle, and 20 high schools) participated in a school climate audit, which measured seven school climate factors through the Tennessee School Climate Inventory. A multivariate analysis of covariance (MANCOVA) was conducted to assess the impact of the program on the seven dependent variables (school climate factors). Findings indicate that overall, school climate dimensions remained relatively stable over time. However, the program has had the greatest effect on transforming instructional values and practices at the elementary level. Results point to the resiliency of school climates to change. Some research suggests that the impacts of educational reform take 3 to 5 years to materialize. Three tables are included. (LMI)

ED 370 236 EA 025 877

Public School Personnel Administration in the United States and Canada. ERS Report.
PUB DATE- 94
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Role; Elementary Secondary Education; Foreign Countries;

Intervention; Educational Assessment; *Educational Practices; *Educational Quality; *Gifted; Infants; Participative Decision Making; Program Development; Special Education; Special Needs Students; *Young Children
IDENTIFIERS- Council for Exceptional Children; *Quality Indicators

This paper introduces a document that presents a set of indicators that the Council for Exceptional Children's Division for Early Childhood recommends for early intervention and early childhood special education (EI/ECSE) programs for infants and young children with special needs and their families. The indicators selected are research-based or value-based, family-centered, compatible with a multicultural perspective, involving members of various disciplines, developmentally and chronologically age appropriate, and normalized. The paper outlines the evolution of early intervention practices, suggests uses for the set of indicators, and details the process used in identifying the recommended practices. This process included establishment of the Recommended Practices Task Force, which appointed chairpersons for each particular strand. Chairpersons conducted working sessions at which recommended practices were identified by experts, practitioners, and family members. The practices were formatted into a questionnaire sent to practitioners, family members, and individuals from higher education and administrative positions. Practices which were rated as a "Best Practice" by at least 50% of the questionnaire respondents were selected for inclusion in the indicators document. (Contains 11 references.) (JDD)

ED 370 255 EC 301 935

Neisworth, John T.
Assessment: DEC Recommended Practices.
PUB DATE- 93
NOTE- 9p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Infants; Program Development; Special Education; Special Needs Students; *Student Evaluation; *Young Children
IDENTIFIERS- Council for Exceptional Children; *Quality Indicators

This paper lists practices recommended by the Division for Early Childhood for assessment in early intervention and early childhood special education (EI/ECSE) programs for infants and young children with special needs and their families. Introductory text examines the role of assessment, materials and procedures used, and assessment principles, including: assessment must clearly identify developmental or behavioral objectives for change; assessment should help to select and guide treatment activities; assessment should contribute to evaluating intervention or program efficacy; assessment should identify goals and objectives that are judged as worthwhile and important; assessment materials and methods themselves should be judged as acceptable; assessment decisions must be based on a wide base of information; assessment batteries should contain several types of scales and include observation and interviews; assessment should include data and reports from parents and other significant individuals; and assessment must be done on multiple occasions. Twenty-four recommended practices are then description of the methodology of the NLTS and a discussion of analytic considerations unique to this report. Chapter 3 looks at characteristics of students with disabilities in regular education. Chapter 4 describes academic and social outcomes during high school associated with time in regular education. Outcomes for young adults in the areas of postsecondary education, employment, independent living, and community participation are presented in chapter 5. Chapter 6 synthesizes findings from the NLTS about regular education and secondary school students with disabilities. (Contains 41 references.) (DB)

ED 370 277 EC 303 008

Pancratz, Diane R.
Fetal Alcohol Syndrome and Fetal Alcohol Effects in Child Development.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; *Child Development; *Clinical Diagnosis; Congenital Impairments; Early Intervention; Educational Needs; *Fetal Alcohol Syndrome; *Pregnancy; *Prenatal Influences; Prevention; Special Health Problems; Symptoms (Individual Disorders)
IDENTIFIERS- Early Identification

This literature review defines Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Effects (FAE) and considers their causes, diagnoses, prevalence, and educational ramifications. Effects of alcohol during each of the trimesters of pregnancy are summarized. Specific diagnostic characteristics of FAS are listed: (1) growth deficiency, (2) a characteristic pattern of facial features and physical abnormalities, and (3) central nervous system dysfunction and neurobehavioral dysfunction. Various prevalence data are given, including estimates of the Centers for Disease Control that FAS may be present in 0.3-0.9 per 10,000 births, with higher rates for Native Americans, Blacks, and people of low socioeconomic status. Common behavioral problems of children affected by FAS are summarized. The common presence of academic problems in cases of FAS or FAE is noted, and the importance of and difficulties in providing early identification and intervention services are discussed. (DB)

ED 370 278 EC 303 009

Attention Deficit Disorders: An Educators Guide. CH.A.D.D. Fact 5.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Change; Classroom Environment; *Classroom Techniques; Curriculum Development; *Educational Needs; Elementary Secondary Education; Etiology; Evaluation Methods; Incidence; Intervention; *Student Characteristics; *Student Evaluation; Symptoms (Individual Disorders)

This fact sheet on attention deficit disorders (ADD) provides basic information on: ADD as a neurobiological disability, cause, prevalence and prognosis, identifying criteria, the teacher's challenge, school-based assessment, the two-tiered

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Adults; *Educational Methods; Elementary Secondary Education; *Intervention; *Learning Disabilities; Research Projects; *Student Characteristics; Student Evaluation

This booklet brings together one-page to two-page abstracts from research poster sessions held at a conference on learning disabilities. The 17 research abstracts are presented within four poster session categories: (1) research on assessment and characteristics of students with learning disabilities (with abstracts on handwriting, mainstreaming students with dyslexia, and executive functioning and phonological processing in attention deficit hyperactivity disorder and reading disability); (2) research on adolescents and adults with learning disabilities (with abstracts on prevention of sexual abuse, depression and anxiety in college students and rehabilitation clients, college programs, and prediction of university academic achievement); (3) research on instruction and treatment (with abstracts on language intervention with preschool children, alternative delivery systems, prevocational training, teaching language functions through the fine arts, biofeedback as a treatment for attention deficit disorders, and technological applications); and (4) a second session dealing with research on instruction and treatment (with abstracts on promising programs, university and public school partnerships, classwide peer tutoring, and improving reading comprehension and writing through content classes). (JDD)

ED 370 298 EC 303 029

Broom, Sarah; And Others
Problems with Social Security Disability Claims among School-Aged Children.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Disabilities; Elementary Secondary Education; *Eligibility; *Family Financial Resources; Family Income; *Federal Aid; Program Effectiveness; Surveys; *Teacher Attitudes
IDENTIFIERS- Arkansas; *Supplemental Security Income Program

A survey was conducted of 111 certified school personnel from several school districts in northeastern Arkansas, to assess their attitudes toward claims for Supplemental Security Income (SSI) for school-aged children. Respondents reported a significant increase in disability claims in the 1992-93 school year over the 1991-92 school year. Respondents with 15 or more years of experience expressed attitudes toward SSI that were more positive than attitudes of participants with less experience. No differences in attitudes were found by grade level taught. Only 2.7 percent of respondents thought that children who qualified for SSI were truly disabled. Overall attitudes of respondents indicated a belief that the system was not being utilized properly and that possible abuses were occurring. A thorough review of the criteria and procedures for determining SSI eligibility for school-aged children is recommended. (JDD) required. While total enrollment at NTID had declined about nine percent since the 1987-88 academic year, the percentage of NTID students enrolled in academic programs at other RIT colleges had increased from 20 percent to 30 percent. The costs to NTID for paying tuition and providing support services such as interpreting and note-taking for these students took an increasingly larger share of NTID's financial resources. NTID's faculty who teach technical courses had decreased only marginally, despite a 20 percent decrease in the number of students enrolled in NTID's technical programs. NTID's federal matching endowment fund, set up by Congress to promote the Institute's financial independence, will not significantly decrease NTID's reliance on federal financial support in the near future. Although the Education of the Deaf Act has required reviews of NTID since 1986, the Department of Education has not conducted evaluations of NTID's education programs and administrative operations, and RIT has not had independent audits performed of NTID's programs and activities. Appendices provide statistical data and background information relating to the study along with comments from the Department of Education and from RIT. (JDD)

ED 370 317 EC 303 049

CEC Standards for Professional Practice in Special Education.
PUB DATE- 1 Apr 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); Beginning Teachers; *Behavior Standards; *Codes of Ethics; Disabilities; Educational Practices; Elementary Secondary Education; Ethics; Gifted; Higher Education; Preschool Education; Preservice Teacher Education; Professional Development; *Special Education; *Special Education Teachers; *Special Needs Students; Teacher Behavior
IDENTIFIERS- *Council for Exceptional Children; National Council for Accreditation of Teacher Educ

This document brings together professional standards of the special education profession adopted by the Council for Exceptional Children (CEC). The standards represent the efforts of special educators to govern their own practice, guide agencies that certify or license special educators, and improve programs that prepare special educators. The publication includes the following professional standards and guidelines: (1) "CEC Code of Ethics for Educators of Persons with Exceptionalities," (2) "CEC Standards for Professional Practice," (3) "CEC Standards for Entry into Professional Practice," (4) "CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers," (5) "CEC Standards for the Preparation of Special Education Personnel," (6) "CEC/NCATE (National Council for Accreditation of Teacher Education) Guidelines for CEC Program Approval of Undergraduate or Basic Programs," (7) "CEC/NCATE Guidelines for CEC Program Approval of Graduate or Advanced Programs," and (8) "Non-NCATE Guidelines for Program Approval." (JDD)

ED 370 318 EC 303 050

Smarte, Lynn; McLane, Kathleen
How To Find Answers to Your Special Education Questions. Second Edition.

Background Assessment. (DB)

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ED 370 339 EC 303 072

Behrmann, Michael M.; And Others
Assistive Technology Issues for Virginia Schools. Final Report.
PUB DATE- Jan 93
NOTE- 21p.; A study initiated by the Virginia State Special Education Advisory Committee. Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Agency Cooperation; *Assistive Devices (for Disabled); *Disabilities; *Educational Technology; Elementary Secondary Education; *Equipment Utilization; Financial Support; Inservice Education; *Needs Assessment; Preservice Teacher Education; School Demography; School Districts; Special Education; State Standards; State Surveys
IDENTIFIERS- *Virginia

The use of assistive technology with students having disabilities in the 134 school systems of Virginia was researched. Questionnaires were sent to all Directors of Special Education, with a 70 percent response rate. The survey focused on responsibilities and issues pertaining to the use of assistive technology and demographic information relating to individual school systems. Survey data revealed a significant need for training, funding, and for the development of a referral and service coordination plan. The following recommendations were formulated: (1) develop and disseminate state guidelines for assistive technology devices and services; (2) develop and implement statewide preservice and inservice training in assistive technology; (3) disseminate information on local, state, and national sources of information on assistive technology services and devices; and (4) develop assistive technology funding resources. An appendix details survey responses. (Contains 10 references.) (DB)

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ED 370 340 EC 303 073

Chambliss, Catherine; Doughty, Renee J.
Parental Response to Lovaas Treatment of Childhood Autism.
PUB DATE- 26 Feb 94
NOTE- 11p.; Paper presented at the Annual University of Scranton Psychology Conference (9th, Scranton, PA, February 26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; *Behavior Modification; *Behavior Problems; Family Environment; Father Attitudes; Intervention; Mother Attitudes; Outcomes of Treatment; *Parent Attitudes; Performance Factors; Sex Differences; Therapists; *Therapy; Time
IDENTIFIERS- Behavior Management; *Lovaas (O Ivar)

This study examined the importance of several parental factors in shaping the outcome of a behavioral treatment program for children with autism based on the work of O. Ivar Lovaas. The Lovaas approach remediates behavior problems through the redesign of the household environment. Respondents to a questionnaire sent to 18 families were 3 mothers and 2 fathers from a total of 5 families of children (ages 4-7) with autism. Specifically, the study looked at the following factors: (1)

DESCRIPTORS- Adult Education; *Educational Planning; Educational Research; Educational Resources; *Evaluation Methods; Formative Evaluation; *Job Training; Literature Reviews; *Program Evaluation; *Program Improvement; Research Methodology; Summative Evaluation

A review of the literature was conducted to describe the field of program evaluation, to identify useful sources of information on the topic, and to outline concepts and methodologies that have been proposed for planning and conducting evaluations of education and training programs. The results of the review showed that the failures of early program evaluations led to new organizations that attempted to clarify the field and improve the effectiveness of evaluators. Several sources of information on program evaluation are recommended reading for those who are preparing to conduct evaluation activities. Since the 1960s, evaluation researchers have expanded the concept and definition of training program evaluation and have assembled a substantial number of new methods, tools, and strategies that are valuable to practitioners. The most promising predictor of success in program evaluation is proper planning. Evaluators should work closely with program decision-makers and sponsors from the planning stage throughout the life of the training program. Formative evaluation should be conducted throughout the program. Summative measures should be conducted on training programs only after they have become fully operational. (Contains 73 references.) (KC)

ED 369 882 CE 066 144

Nelson, Jorge O.
Using High Fidelity Computer-Based Simulations in Retraining of Retired Military Personnel.
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; *Andragogy; Computer Assisted Instruction; *Computer Simulation; Educational Needs; Educational Principles; Higher Education; Learning Motivation; *Military Personnel; Models; Nontraditional Students; Retirement; *Retraining; *Teacher Education
IDENTIFIERS- *High Fidelity Sound

Military personnel facing forced retirement are prime candidates for retraining as teachers. As mature adult learners, retiring/retired military personnel have certain needs that must be addressed if they are to become successful in their educational careers. Knowles' six assumptions of andragogy acknowledge these special needs as follows: adults need to know why they need to learn something before they start learning it; adults learners have a self-concept of being responsible for their own decisions and lives; adults bring a greater degree of varying experiences into the classroom than younger students do; adults become ready to learn when forced to deal with their real-life situations; adults are life centered in their orientation to learning; and motivation of adult learners can become an issue because of such factors as negative self-concept and inaccessibility of opportunities, time constraints, and programs that violate the principles of adult learning. Unlike traditional classroom techniques, high fidelity computer-

Approach to Learning in University Traditional and Distance Education Courses" (Figueroa); "Academic Self-Concept" (Gibson); "Critical Factors in the Development of Distance Education Materials" (Gibson, Hodgkinson); "Multiple Perspectives on Implementing Inter-University Computer Conferencing" (Gunawardena et al.); "Social Presence Theory and Implications for Interaction and Communication in Telecommunications-Based Distance Education" (Gunawardena); "Investigating the Learning Process Online" (Hessmiller); "Dual-Mode Postsecondary Distance Education Support Services" (Knutson); "Study of On-campus and Off-campus Graduate Nursing Students" (Larson); "Changing Role of Moderation in Computer Mediated Conferencing" (McMann); "Issues in Professional Development in Computer Mediated Communications" (Meccouri); "Designing for Electronic Interactive Publications" (Merzdorf); "Electronic Journaling" (Pigg, Summers); "Price/Repman Model for Instructional Design for College-Level Courses Using Interactive Television" (Price); "'Nifti' Workforce Training Strategies" (Rachynski, Peterson); "Impact of an Interactive Text Book on Distance Learning Classes" (Rapp, Dodgen); "Improving Your Odds" (Smith); "Critical Analysis of Comparative Research on Distance Learning Technologies" (Smith, Dillon, Boyce); "Customer-Driven Distance Education and Its Resulting Paradigm Shift" (Stone); "Titration" (Van Vuren); "Student Perceptions of and Motives for Participation in Distance Education Using Television" (Wallace, Murk); and "Lurker Contributions" (White, Lehman). Author contact information is included. (MN)

ED 369 899 CE 066 256

McCormick, Cynthia B.
Assessing Undergraduate Curriculum for the Adult Learner: Focus Group Research.
PUB DATE- Mar 94
NOTE- 15p.; Poster session presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Curriculum Development; Curriculum Evaluation; Educational Needs; *Educational Quality; *Evening Programs; Higher Education; *Program Improvement; *Student Attitudes; *Undergraduate Study
IDENTIFIERS- Focus Groups Approach

Focus group discussions were held to determine the perceptions of 8 male and 28 female adult students regarding the quality of their undergraduate evening program at a medium-sized public liberal arts college. The students voluntarily participated in one of three group sessions at which the following topics were discussed: whether evening students are considered as important as students attending classes during the day, primary concerns as an evening student, steps the college can take to strengthen course offerings and scheduling for evening students, and the ideal college experience for evening students. The students were selected so as to provide a group that was representative of the evening student population from the standpoints of age, gender, class rank, and major. The students' main concerns were related to the lack of upper-level courses, the need for more course variety, and scheduling overlaps. Among additional issues and concerns raised were the following: availability of advisors, access to facilities, and visibility of security. The

Tests; *Student Organizations; *Student Participation; *Supervised Occupational Experience (Agriculture); *Vocational Maturity; Work Attitudes
IDENTIFIERS- Future Farmers of America

A study examined relationships between career maturity and participation in the Future Farmers of America (FFA) and between career maturity and participation in supervised agricultural experience (SAE). The primary hypothesis was that career maturity is positively related to participation in FFA and SAE. A cluster random sample was used with the teacher as the sampling unit and 529 high school agricultural students in Ohio, who were taught by the teacher as the cluster. The Career Development Inventory was used to assess career maturity; information related to independent variables was collected using an instrument developed by the researchers. Data were collected from March through May 1992. Only 495 instruments were completed correctly. Findings indicated that career maturity was associated with the following: participation in FFA, participation in extracurricular activities, participation in career development activities, grade point average, occupational aspiration, number of years in agricultural education, gender, location of residence, and location of school. Career maturity was not associated with participation in SAE, employment experience, type of school in which students enroll, grade level, and parent's socioeconomic status. Recommendations for agricultural science teachers were to encourage student involvement in FFA and student exploration of job opportunities and to help students increase their career maturity. (Contains 49 references.) (YLB)

ED 369 918 CE 066 331

Rossetti, Rosemarie; And Others
An Examination of Middle School Enrollment in Agricultural Education and Membership in the National FFA Organization in the United States. Summary of Research 73.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agricultural Education; Educational Research; *Enrollment; *Enrollment Influences; Intermediate Grades; Junior High Schools; *Middle Schools; Student Attitudes; *Student Organizations; *Student Participation; Teacher Attitudes
IDENTIFIERS- *Future Farmers of America

The status of middle and junior high school agricultural education and Future Farmers of America (FFA) programs in the United States was the focus of a study. Data were collected through a census of the FFA executive secretaries and a survey of a purposive sample of 27 successful middle or junior high school agricultural education programs in 9 states. Questionnaires were returned by 52 of 53 FFA executive secretaries, 23 of 27 teachers, and 598 students. Findings showed that executive secretaries, teachers, and students saw many benefits and outcomes from these programs. Many said that these programs serve to recruit students into high school programs. Few disadvantages were cited. There was no conclusion about the core curricula for these programs and what, if any, FFA competitions should be held. The respondents raised concerns regarding who should pay for these programs and how the FFA chapter should be organized and chartered. Students looked forward to having hands-on activities, having fun, success of ETP provided a model for future national training and employment policies. Future research was recommended to focus on understanding the impact of ETP training on employment stability, characteristics of successful programs, and optimum level of training. (Contains 33 references. Appendixes include data tables that illustrate characteristics of completers and dropouts, multipliers, and characteristics of retrainees and new hires.) (YLB)

ED 369 936 CE 066 370

Gerweck, Debra R.; Chauza, Phyllis J.
Job Olympics.
PUB DATE- Dec 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Vocational Association (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auto Mechanics; *Career Education; Custodian Training; *Disabilities; *Educational Games; Employment Interviews; High Schools; Job Application; *Job Skills; Learning Activities; Sales Workers; Service Workers; Simulation; *Special Education; Student Evaluation; Student Participation; *Vocational Education; Waiters and Waitresses
IDENTIFIERS- *Contests

This document consists of materials on Hiawatha (Kansas) High School's 1993 Job Olympics, a competition for high school students with disabilities. The materials are those included in a packet for student participants. A cover/information sheet details eligibility, entry deadline, date and place of competition, opening ceremonies, events, and a contact person. Other contents include the following: an entry blank; description of the events (automotive testing, bagging groceries, checking groceries, custodial levels I and II, job application, job interview, and waitress and waiter); outline of the simulation for each of the eight events; application form; sample menu; and sample evaluation forms for each of the eight events. (YLB)

ED 369 937 CE 066 371

Gerweck, Debra R.; Chauza, Phyllis J.
Transition: The Key.
PUB DATE- Dec 93
NOTE- 54p.; Paper presented at the Annual Meeting of the American Vocational Association (Nashville, TN, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Education; Career Exploration; Daily Living Skills; Disabilities; *Education Work Relationship; High Schools; *Individualized Education Programs; School Community Programs; School Community Relationship; *Special Education; Student Evaluation; *Vocational Education; Work Attitudes; *Work Experience Programs

This document consists of materials used in a presentation on the Brown County (Kansas) Vocational Work Program to train students in general work behaviors and skills and to prepare them for paid employment in the community. Introductory materials

ED 369 955 CE 066 424

Job Task Analysis.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 396p.; For related documents, see ED 361 516 and CE 066 419-423.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Employment Qualifications; *Finishing; Job Analysis; *Job Skills; *Literacy Education; *Manufacturing Industry; Mathematics Skills; *Occupational Information; Production Technicians; Reading Skills
IDENTIFIERS- *Textile Industry; *Textile Occupations

This publication consists of job task analyses for jobs in textile manufacturing. Information provided for each job in the greige and finishing plants includes job title, job purpose, and job duties with related educational objectives, curriculum, assessment, and outcome. These job titles are included: yarn manufacturing head overhauler, yarn manufacturing overhauler helper, yarn manufacturing fixer, spinner, warper tender, section leader, cloth grader, frame servicer, lift truck operator, size mixer, harness builders, slasher tender, card tender, stock feeder, drawing tender, rover tender, material hauler, graphic artist, finished cloth grader, single double operator, inspection machine operator's helper, roll wrapper, base chemical mixer, screen repair technician, color formulator, color handler, shrink operator, steam frame operator, napper operator, finisher technician, plant clerk, forklift operator, range operator, delivery operator, entry operator, dye range operator, dye/range delivery, dye pad operator, instrument technician, electrician, analyst planner, technician, mechanic, utility cleaner, floor cleaner operator, plant technician II, tenter finishing inspector, finishing range operator, calendar operator, finishing delivery, dye weigher/mixer, loom fixer, weaver, filling creeler, loom winder fixer, tying-in machine operator/fixer, loom set-up changer, oiler, cloth doffer, loom cleaner, warp services, steam range operator, delivery--steam range, inspector--steam range, and chemical mixer. (YLB)

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ED 369 956 CE 066 425

S.C.O.R.E. Sales and Customer Service Occupational Readiness Education. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 45p.; For a related document, see CE 066 426.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Computer Assisted Instruction; Courseware; Critical Thinking; Curriculum Development; *Literacy Education; Mathematics Skills; Problem Solving; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Reading Skills; *Sales Workers; *Service Workers; Writing Skills

the following: final project report; outside evaluation report; peer advisor handbook; peer advisor training activities; instructional materials for use in workshops on the metric system, battery construction, technical writing, math skills for auto repairers, speedreading, and workplace vocabulary; and 11 practice tests for city employment entrance examinations.) (MN)

ED 369 975 CE 066 452

Peelen, Carolyn A.
The Writing Workshop and the Adult Learner.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 24p.; For related documents, see ED 334 442-443, ED 361 535, ED 367 899-900, and CE 066 451-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Students; Behavioral Objectives; Creative Writing; Descriptive Writing; *Educational Benefits; Learning Activities; *Technical Writing; *Writing Workshops
IDENTIFIERS- *Workplace Literacy

Experience and research have shown that writing workshops are an excellent tool for improving workers' writing skills. In the past 5 years, the emphasis of writing instruction has shifted from a focus primarily on handwriting, correct spelling, and simple reinforcement of skills to a focus on empowering students by emphasizing fluency and student decision-making in writing. In workplace settings, this has meant a shift to writing exercises that prompt employees who may be accustomed to positions of subordination to make decisions and act independently and creatively. The workshop environment has been shown to echo the goal of relating good writing skills to the workplace. The emphasis on content and exercising students' voices may seem to overlook the teaching of mechanics and grammar in workshop classes; however, experience has shown that grammar may not be a necessary element of adult writing instruction in workplace settings. (Attached to this document is a guide to conducting a 6-week workplace writing workshop. The six sessions feature a variety of exercises in which students gain practice in open and directed freewriting and in descriptive, creative, academic, and technical writing and in developing portfolios of their own writing.) (MN)

ED 369 976 CE 066 453

Dyer, Gail E.
Alternative Assessment Methodologies for Workplace Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- May 93
NOTE- 29p.; For related documents, see ED 334 442-443, ED 361 535, ED 367 899-900, and CE 066 451-454.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

expectations. Pupils named a range of subjects that they thought were helpful in developing the TVEI skills, and they preferred to learn by doing the same work as others but at their own pace. Work experience was also accepted by pupils and staff as providing opportunities to practice skills. The study also found differences between what teachers thought they should be teaching and what they were actually teaching. Schools in the case studies used both whole-school approaches and specific skills-based courses to help pupils to acquire and practice the TVEI skills. (KC)

ED 369 993            CE 066 571

Moss, Jerome, Jr.; And Others
Leader Effectiveness Index Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assessment Centers (Personnel); Evaluation Criteria; *Evaluation Methods; Guidelines; *Leaders; *Leadership; *Personnel Evaluation; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Leadership Effectiveness Index

The "Leader Effectiveness Index (LEI) is a multirater instrument designed to assess the effectiveness of leadership performance of vocational educators. It consists of seven items. The first six items are statements of six broad tasks (or responsibilities) of a leader in vocational education: (1) inspires shared vision and establishes standards; (2) fosters unity, collaboration, and ownership and recognizes individual and team contributions; (3) exercises power effectively and empowers others to act; (4) exerts external influence to set the right context for the organization; (5) establishes an environment conducive to learning; and (6) satisfies the job-related needs of individuals in the organization. The seventh item rates the overall leadership performance of the person being rated. This manual is intended for use by persons who wish to learn more about the LEI. It contains the following sections: (1) the conceptualization that provides the rationale for the instrument; (2) an explanation of how the instrument is to be used; (3) a report of the instrument's development and psychometric characteristics; and (4) a description of the process used to establish an appropriate norm group. The manual also provides directions for preparing an effectiveness rating instrument, 51 references, the LEI, an example of an individualized report, and a table for converting LEI raw scores to normalized t-scores. (KC)

ED 369 994            CE 066 572

Rahn, Mikala L., Comp.
Profiles of the National Industry Skills Standards Projects.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 31p.
LANGUAGE- English

information. Entries are arranged alphabetically by county and then by program name. In addition to the general listing of all adolescent programs, there are separate listings for residential programs and halfway houses. Approximately 122 individual facilities are listed. Includes an index of programs. (MSF)

ED 370 013 CG 025 320

Yee, Darlene; Melichar, Joseph F.
The Health, Mobility & Safety Lab at San Francisco State University.
PUB DATE- 20 Mar 94
NOTE- 40p.; Paper presented at the American Society on Aging Conference (March 20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accident Prevention; Adult Learning; Attitude Measures; *Driver Education; Knowledge Level; Middle Aged Adults; Mobility; *Older Adults; Questionnaires; *Skill Analysis; *Traffic Accidents; Traffic Safety
IDENTIFIERS- Melichar Yee Comprehensive Older Driver Assessment; Melichar Yee Driver Assessment Profile; San Francisco State University

The purpose of this research project at San Francisco State University was to develop and evaluate integrated assessment and intervention strategies to locate the "at risk" older driver and remediate deficits in knowledge or skills about driving and traffic safety. The identification of the "at risk" older driver should suggest appropriate, cost effective intervention points and procedures. The outcomes should be increased older driver mobility, driver safety, and increased traffic safety (i.e., reduced traffic accident and fatality rates) for all drivers and pedestrians. The effectiveness of a multi-phasic, programmatic approach to accident prevention was evaluated using a pretest-posttest control group design. Two hundred and fifty-four older drivers were screened to assess risk of accident. Those determined "at risk" continued in a classroom education program. If understanding of driving and traffic safety were not improved, driving simulation was used to remediate deficits. Results indicate that older drivers demonstrated improved attitudes and increased knowledge of driving and traffic safety but little change in skills when exposed to the three program phases individually. They demonstrated improved attitudes, increased knowledge and skills after exposure to the multi-phasic, programmatic approach, which was shown to be cost effective, particularly when delivered via the computer-based version. Appendix includes the Comprehensive Older Driver Assessment Program questionnaire. (Author/MSF)

ED 370 014 CG 025 321

Hansen, L. Sunny
Integrative Paradigms for Planning Preferred Futures in a Pluralistic Democracy.
PUB DATE- 19 Sep 92
NOTE- 17p.; Paper presented at the Convention of the Association for Counselor Education and Supervision (San Antonio, TX, September 17-20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Education; Prevention; *Rape; *Sex Education; Sexual Abuse; Sexuality
IDENTIFIERS- *Date Rape; *Dating Violence; Sexual Violence

This study assessed the effectiveness of an interactive, coeducational date rape prevention program. Participants for the study (n=192, 97% Caucasian) consisted of sorority and fraternity members of a larger midwestern university. Eighty-four individuals were assigned to a control group with the rest making up the intervention group. All subjects answered questions on sexual attitudes, sexual stereotypes, and other issues one week prior to the intervention program, immediately after the program, and again, one month later. The intervention group watched an interactive, improvisational theater performance in which actors portrayed a date rape. Audience members were then encouraged by a male/female team of counselors to offer feedback as to how the rape could have been avoided. The actors then replayed the scene, incorporating audience suggestions, and the rape did not occur. When both groups' pretest and immediate post-test scores were compared, those who watched the program, i.e., the intervention group, were less likely to endorse the kinds of rape myths and stereotypic beliefs thought to be associated with date rape. However, between-group differences were no longer evident in the one month follow up, suggesting that the program did not create lasting change. (RJM)

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ED 370 034          CG 025 407

Davis, William E.
Issues and Trends in Special Education: Implications for School Psychologists.
PUB DATE- 20 Aug 93
NOTE- 26p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ancillary School Services; Children; *Disabilities; Educational Objectives; Elementary Secondary Education; *High Risk Students; Noninstructional Responsibility; School Counseling; *School Psychologists; *Special Education

School psychologists' expertise and services have been important in student identification and program eligibility for students with disabilities. During the early 1990's, several factors, conditions, and trends suggest that special education will soon undergo seminal changes and psychologists must stand ready for this transformation. This paper identifies and analyzes selected conditions, controversies, and trends--in the field of special education and U.S. society as a whole--which will profoundly influence the future of special education in the nation's schools. Student enrollment in these programs has increased dramatically and with this expansion come issues of costs, defining at-risk students, the role of the Regular Education Initiative, and other important issues. Discussed with these conditions are the attendant changes in the roles and responsibilities of school psychologists along with recommendations on how they can become most effectively involved in special education's transitional period. Psychologists can help educators sort out many of the critical issues involving the complex relationships between students identified as having traditional disabilities and those students who do not qualify for special education services but

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clinical Experience; *Counseling Psychology; Counselor Evaluation; *Counselor Training; *Field Experience Programs; Individualized Instruction; Internship Programs; *Practicum Supervision; *Psychotherapy; Student Experience
IDENTIFIERS- Supervisor Supervisee Relationship

Supervision is a major component of psychology training programs. This paper explores the difference between "traditional" supervision received by a doctoral clinical psychology student and "live" supervision. In traditional psychotherapy supervision, practicum experiences generally require the student to see a client and then report back to the supervisor for feedback and direction regarding the client. Often, the supervisor has had little or no contact with the client. Supervision in the traditional mode has apparent limitations because it relies heavily on the recollections and interpretations of the trainee, which may be unreliable. With direct live supervision the supervisor watches an ongoing interview, enters the session and intervenes in the therapy process. The main advantage of live supervision, although costly in terms of time and funding of faculty, is that the trainees are able to more quickly perform the expected counseling skills since immediate feedback is available. (BF)

ED 370 054 CG 025 452

Sigal, Janet; And Others
Anita Hill/Clarence Thomas Revisited: Emotionality as a Necessary Component of Credibility
PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Attitude Measures; *Credibility; *Emotional Response; Higher Education; Interpersonal Relationship; Persuasive Discourse; *Sexual Harassment; *Social Attitudes; Social Cognition; Womens Studies
IDENTIFIERS- Hill (Anita); Thomas (Clarence)

In the years since the Anita Hill/Clarence Thomas Senate Confirmation hearings, it is apparent that this event has had some far-reaching consequences. Although the immediate outcome of the Senate hearings was not positive for Professor Hill, the effect of her testimony seems to have been to encourage more discussion of sexual harassment. The effects of the emotionality of the victim and aggressor, as well as the time period between the sexual harassment incidents and the filing of the official complaint on perceptions of guilt and credibility, were examined in this analogue vignette study. It was hypothesized that with increased emotionality of the victim, and decreased emotionality of the defendant and one month since the alleged harassment, the defendant would be more likely to be judged guilty, to receive more severe punishment when judged guilty, and to be perceived as less believable. It was also predicted that the victim would be perceived as more credible under such conditions. One hundred fifty-five undergraduates heard an audiotape of simulated university committee hearing in which a male professor was accused of

(143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basal Reading; Content Analysis; Elementary Education; Grade 3; Grade 5; Reading Research; *Social Studies; *Textbook Content; *Textbook Evaluation; Textbook Research; *Values
IDENTIFIERS- *Moral Education; State Textbook Adoption Policies; *Texas

A study investigated the extent to which positive moral values are included in reading and social studies textbooks. Random samples of social studies textbooks (published by Harcourt Brace, D. C. Heath, Scott Foresman, Silver Burdett and Ginn, and McGraw-Hill) and reading textbooks (published by MacMillan/McGraw-Hill, Harcourt Brace, and Houghton Mifflin) on the adopted list for Texas (a list also used by other states) at the third- and fifth-grade levels were examined. A "moral values matrix" consisting of religious, individual, and social/secular values was used as a basis for the examination of the moral content of each sample. A single inclusion of a moral or value from the matrix meant that the textbook was judged as having fulfilled the matrix category. Results indicated that the social studies textbooks at both grade levels contained 75% or more of the values in the matrix. Results also indicated that while the reading textbooks at both levels contained only about 50% of the values in the matrix, the textbooks focused on family life and relationships. Findings suggest that the charge of a lack of positive values presented in social studies and reading textbooks appears to be unfounded. (Contains two figures illustrating aspects of the moral values matrix and a figure of data.) (RS)

ED 370 074 CS 011 695

Allington, Richard L.
The Schools We Have, the Schools We Need. Report Series 1.12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Educational Change; Educational Environment; *Educational History; Elementary Secondary Education; Labeling (of Persons); *Literacy; *Student Evaluation; *Teacher Role
IDENTIFIERS- *Educational Issues

After nearly a century of expecting schools to develop the basic literacy abilities of most students, but expecting advanced literacy to be learned only by some, American schools today have been challenged, or expected, to develop advanced literacy in virtually all students. But for schools to accomplish such adaptations, several confusions about literacy teaching and learning must be resolved. When children begin school with few experiences with print, educators generally confuse the children's lack of experience with a lack of ability. Expectations for literacy learning in such children are then lowered. Schools have become places where readers in trouble are assessed, sorted, labeled, and then segregated from their peers. Debates over curriculum matters dominate the professional literature of remedial reading, debates which ignore the critical features of instructional interventions and environments. Reading and writing still occupy less than 10% of the American school day. Children need more models,

Aloud to Others; *Reading Materials; *Thematic Approach; *Whole Language Approach
IDENTIFIERS- *Trade Books

This book emphasizes the reading process by suggesting effective ways to read with children, to engage children as thinkers, and to model the processes of studying a text. The book's "story stretchers" are a means to extend children's enthusiasm for stories and to better connect children's books and teaching ideas with other areas of the curriculum. The book incorporates more children's books that focus on science, environmental issues, ecosystems, endangered species; more books suitable for multicultural and social studies; and more books related to literature studies. It contains 18 units or themes with 5 focus books per unit. Each focus book has read-aloud suggestions for the book and 5 story stretchers per book, for a total of 90 read-aloud suggestions and 450 story stretchers for 90 different children's books. For each of the book's 18 themes, the books selected are "stretched" into different centers, activities and areas of the curriculum, including art, creative dramatics, games, classroom library, mathematics, music and movement, science and nature, special projects, special events and the writing center. The units, or themes, are as follows: (1) Self Esteem; (2) Abilities and talents; (3) Friends; (4) Families; (5) Family Stories from the Past; (6) Neighborhoods; (7) Endangered Animals; (8) Oceans; (9) Ponds, Lakes, Rivers, and Swamps; (10) Rainforests and Trees; (11) Deserts; (12) Native American Stories; (13) Folktales from around the World; (14) Fantasy and Fantastic Tales; (15) Poetry; (16) Author Study--Eloise Greenfield; (17) Author Study--Bill Peet; and (18) Famous Characters in a Series. (RS)

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ED 370 096 CS 011 719

Kelly, Patricia R.; And Others
High-Risk Emergent Readers' Use of Cueing Systems.
PUB DATE- 3 Dec 93
NOTE- 5p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Cues; Grade 1; *High Risk Students; Primary Education; Reading Research; *Reading Strategies; *Remedial Reading
IDENTIFIERS- California; *Emergent Literacy; Reading Recovery Projects

A descriptive study examined reading errors of emergent at-risk readers to determine which cueing system(s) they used initially, and whether or not there were changes over time in cues they used during reading. Running records of 30 first-grade children (participating in Reading Recovery programs at urban or suburban public elementary schools in five counties in California) taken during the first three months of school were analyzed for the types of cues used. Responses were coded as Accessing meaning (M), accessing structure (S), accessing visual aspects of print (V), meaning and structure (MS), structure and visual (SV), meaning and visual (MV), and meaning, structure, and visual (MSV). Results indicated that: (1) MS represented the majority of the cueing sources for substitutions for the first five lessons, and M, S, and MS represented virtually all of the substitutions made in all lessons; (2) the use of M, S, and MS increased as text level and difficulty increased between lessons 1 and 30; (3) the use

ED 370 114 CS 214 325

Graves, Roger
Control and Chaos: Student-Centered Pedagogy in the Graduate Composition Theory Course.
PUB DATE- Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Course Descriptions; Graduate Students; Graduate Study; Higher Education; *Student Centered Curriculum; Student Evaluation of Teacher Performance; *Writing (Composition); Writing Processes
IDENTIFIERS- Composition Theory

A graduate course that required those enrolled to read an array of texts on composition theory yet left it up to them to stimulate classroom discussion yielded mixed results, according to student evaluations. The texts for the course, including Gary Tate and Edward P. J. Corbett's "Writing Teacher's Sourcebook," Erika Lindemann's "A Rhetoric for Writing Teachers," Tate and Lindemann's "Introduction to Composition Studies," and Patricia Harkin and John Schilb's "Contending with Words: Composition and Rhetoric in a Postmodern Age," were chosen to introduce students to composition theory and at the same time give them some practical guidance in how to teach a writing course. The approach was centered on classroom discussions rather than lectures. Three techniques were used to generate those discussions: (1) students, individually and in groups, were responsible for preparing discussions and applications or exercises based on the readings; (2) each week students were required to write at least one question based on the readings; (3) students were required to select a group of readings on their own that would form the basis for their seminar papers or term essays. In course evaluations, some of the 19 students enrolled appreciated the easy classroom atmosphere that "allowed us to test our ideas and share our experiences," but others felt that they would have liked (at times) a more focused lecture-type format so as to gain a wider perspective on the issues at hand. (Contains course description and syllabus.) (TB)

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ED 370 115 CS 214 326

Blalock, Susan
The Writing Center as a Virtual Dialogic Space.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; Instructional Innovation;

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; *Cultural Context; Department Heads; Faculty Workload; *Higher Education; Nontenured Faculty; *Program Administration; Teaching Methods; *Writing Instruction
IDENTIFIERS- Arkansas State University; *Faculty Attitudes

A new director of composition at Arkansas State University explains how she has had to mentor herself, write and revise herself, read herself into her new bewildering environment, and in short, make her job as easy as possible. Reading the new environment and understanding how faculty members fit into it may be one of the hardest aspects of a new position. If a dean asks new faculty members to do what they do not believe in, well-timed fits of anger and conditional acceptance may be effective, at least at Arkansas State. The faculty member must learn to define and focus, to back out of certain matters, to revise deadlines, to inconvenience other people, and to let some things go. She must insist on choice in her own life. She must recognize that her greatest strength is that she does not really want the administrative position she has. The best advice to a pretenured person taking such a position as a first job is do not settle in, do not buy a house, do not let your kids think this is the last place they will ever live, think of the job as transitory because all jobs are. "Your own priorities come first" such as time for research, if that is needed in the quest for tenure, or the move to another institution. (TB)

ED 370 134 CS 214 348

Herzog, Brad
Margery Speaking from the Margins: The Subversiveness of Margery Kempe's Rhetoric for Medieval and Modern Audiences.
PUB DATE- Mar 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Audience Response; Discourse Analysis; *Medieval Literature; *Personal Narratives; Religious Factors; Rhetorical Criticism
IDENTIFIERS- English History; Historical Background; *Kempe (Margery); Religious Experiences; *Rhetorical Strategies; Voice (Rhetoric)

Noting that different audiences have constructed widely varying interpretations of the figure and work of Margery Kempe ("The Book of Margery Kempe" dates from the beginning of the 15th century), this paper examines the subversiveness of Margery's rhetoric for medieval audiences and for modern audiences and students. The paper first details Margery's background--her marriage to the burgess John Kempe, the birth of 14 children, her visitation by Christ which she interpreted as a sign that she should seek a spiritual vocation, her vow of chastity and subsequent life serving the needy, and the attention she

ED 370 153 EA 024 690

Spotlight on the Middle: Report of the Texas Task Force on Middle School Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 91
NOTE- 68p.; For "executive summary," see EA 024 691. For "source book of notable programs", see EA 024 692.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Change Strategies; Educational Practices; Intermediate Grades; Junior High Schools; *Middle Schools; Networks; Parent Participation; Partnerships in Education; School Organization; *School Restructuring; Staff Development; *State Action; *Student Needs
IDENTIFIERS- Middle School Students; *Texas

This report envisions Texas schools using one another as resources and the campus planning process as a vehicle for implementing research-based concepts and practices in the middle grades. Since Texas' restructuring effort will not succeed without commitment to staff development from all levels of the education community, the need for teacher and administrator training in educating young adolescents is stressed throughout the report. The middle school years have been passed over by educational reform movements focused on early childhood and high school education. Too often, adolescence has been viewed as something to be endured and the middle grades have been seen as solutions to district enrollment and facilities problems. Education at the middle level must foster individual growth by meeting the intellectual and developmental needs of children where they are, rather than adapting instructional practices and school organization from some other grade level. Major reform issues are organized into nine interrelated goal areas: Goal 1: student learning; Goal 2: curriculum and programs; Goal 3: personnel; Goal 4: organization and management; Goal 5: finance; Goal 6: parent responsibility; Goal 7: community and business partnerships; Goal 8: research, development, and evaluation; and Goal 9: communications. Specific strategies for achieving each goal are presented for the Texas Education Agency, regional education service centers, school districts, and campuses. (32 references) (MLH)

ED 370 154 EA 024 691

Spotlight on the Middle: Report of the Texas Task Force on Middle School Education. Executive Summary and State Board of Education Policy Statement on Middle Grade Education and Middle Grade Schools. Revised.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 91
NOTE- 30p.; For full report, see EA 024 690. For "source book of notable programs," see EA 024 692.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)

Education to implement Effective Schools processes. Implemented in 1989, the school improvement project received the U.S. Senate's Productivity Award in 1993. Implementing the process involved the following stages: developing awareness and building-level support; defining school climate; and training leadership teams through a building-by-building process. Various aspects of the program are also described, such as curriculum and instruction, high expectations for students, frequent monitoring of students and programs, the use of test scores, norms for collegiality, shared decision-making and collaboration, home-school relations, and awards and recognitions. Five tables are included. (LMI)

ED 370 173 EA 025 763

White, Ron; And Others
Management in English Language Teaching.
PUB DATE- 91
NOTE- 348p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Guides; *Administrators; Elementary Secondary Education; Foreign Countries; *Marketing; Planning; *Professional Development; *School Administration
IDENTIFIERS- *United Kingdom

Teachers making the transition from the classroom to management can find many guides on management, but none on management in English language teaching (ELT) schools in the United Kingdom and elsewhere in the world. This book offers that guidance to new managers and administrators interested in running an effective teaching organization. Because of its limited scope, the book does not cover the management of cooperatives and cross-cultural and international differences in management style. Part 1 on organizations stresses that organizations are collections of people with characters and personal influences. Topics of chapters include organizations, staff selection, staff development, communication in schools, organizing resources and information, and managing curriculum development and innovation. Part 2 covers marketing and why customers choose one school over another. Included are chapters on marketing, the marketing mix, and developing and implementing the marketing plan. Part 3 examines the importance of planning in all elements of management. It includes chapters on financial records and statements, cash flow management and management accounting, and using financial information and budgets. (Contains 80 references.) (JPT)

ED 370 174 EA 025 777

A Handbook of Alternatives to Corporal Punishment. Fourth Edition.
PUB DATE- Jan 94
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Discipline; *Discipline

DESCRIPTORS- *Business Responsibility; Corporate Support; *Educational Change; Elementary Secondary Education; *Nonprofit Organizations; Philanthropic Foundations; Private Sector; *Public Education; *School Business Relationship; School Support
IDENTIFIERS- *Local Education Funds; United States (Southeast)

This booklet highlights consultation on the community link to educational reform. Participants included 25 representatives from local education funds (LEFs) in the southeastern United States and 9 representatives of statewide and regional organizations. This booklet describes the role of LEFs, which are independent, nonprofit, community-based entities devoted to supporting public education in the community. The context of education in the southeastern United States is also described. As LEFs develop, they progress from communicating education needs to the public, to community building, to impacting policy, and to acting as advocates for public schools. Future LEF roles center around ongoing reform and advocacy. Barriers to LEFs include turf battles; lack of assistance in technical matters; a need for help in moving from high visibility, short-term activities to more strategic, change-oriented programs; and the maintenance of business-community involvement. In conclusion, LEFs provide special opportunities for creative approaches to philanthropy in the region, linking grassroots support of education with comprehensive efforts at school reform and systemic change. (LMI)

ED 370 195 EA 025 826

Fouts, Jeffrey T.
A School within a School: Evaluation Results of the First Year of a Restructuring Effort.
PUB DATE- Jan 94
NOTE- 33p.; Appendix 1 contains some faint and broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Innovation; High Schools; *House Plan; *Nontraditional Education; *Outcomes of Education; Program Effectiveness; Program Evaluation; Program Implementation; *School Restructuring
IDENTIFIERS- *Kent School District WA

In 1990, Kent-Meridian High School in Kent, Washington, decided to implement four schools within schools, each with its separate academic and career focus. The first section of this paper outlines the 3-year evaluation plan for the Health/Science School (1992-1995), with a focus on identifying program outcomes and developing assessment measures. The second section describes the Health/Science School's first-year outcomes, which include: the development of an integrated curriculum, cooperative learning, flexible scheduling, cohort learning, teacher cooperation, alternative assessment strategies, and the direct application of learning to life situations. Data were obtained through: (1) teacher interviews, student essays, and parent surveys; and (2) a comparison of the 70 Health/Science students with a random sample of 76 "regular" students on six academic variables and student behavior records. Findings indicate that the Health/Science school was successful in providing an educational environment with high levels of innovation, teacher support, and student cooperation. Although the program did not result in higher grades, Health/Science students demonstrated substantial improvement in their writing abilities and had fewer absences and discipline referrals than the comparison group. Teachers, parents, and students expressed general satisfaction with the program.

education for at-risk students. Personal qualities have an important influence on educational leadership. Research into leadership characteristics has included study of individual factors, situational elements, and a combination of factors. Studies of the differences between leaders and followers attempted to isolate the specific characteristics that created effective leaders. The conclusion was that no one characteristic distinguishes effective leaders from ineffective ones. Current research identifies several leadership characteristics: vision, valuing human resources, stressing student-centered schools, communicating and listening, being proactive, and taking risks. These characteristics are important in two dimensions considered necessary for effective leadership--initiating structure and consideration for others. As leadership research continues, it is clear that leaders are more than just managers. They possess special characteristics that help change organizations. (Contains 99 references.) (JPT)

ED 370 216 EA 025 851

Boyd, Victoria
School Context: Bridge or Barrier for Change?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Context Effect; *Educational Environment; *Educational Facilities; Educational Objectives; Elementary Secondary Education; *High Risk Students; *Student School Relationship

A school is a complex organism with many parts. It is necessary to understand the interrelations of these parts to improve schools. In working to improve education for at-risk students, school context must be considered as a factor. The Southwest Educational Development laboratory studied the factors that influence school leaders successfully to implement changes to help students, particularly at-risk students. This cultural approach to school improvement suggests that teachers and students are strongly influenced by the culture of the school, its norms, and conventions. The first section of this report is an introduction. The importance of context in school improvement is the topic of the second section. The third section on the ecology of the school includes these topics: resources; physical arrangements; demographic shifts; working conditions; and local, state, and federal policies. The fourth section on school culture includes information on attitudes and beliefs, attitudes toward change, cultural norms, cultural norms that facilitate school improvement, and relationships. The fifth section on leadership and context covers ecology and culture. Implications for leaders of school improvement and questions for further research are the topics of the final two sections. (Contains 109 references.) (JPT)

ED 370 217 EA 025 852

Hord, Shirley M.
Facilitative Leadership: The Imperative for Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 111p.

Organizational Climate; *Personnel Directors; *Public Schools; *School Districts; School District Size; *School Personnel; Superintendents
IDENTIFIERS- *Canada; *United States

This document presents findings of a study that investigated the roles and functions of school-personnel administrators in the United States and Canada. Surveys were mailed to four groups--Canadian school district superintendents, county office of education superintendents, superintendents of educational service agencies, and American school district superintendents. A total of 1,028 usable responses was received. Data are presented on the following areas: (1) the relationship between school district size and the presence of a personnel officer; (2) the degree of superintendents' responsibility for school district functions; (3) newly assigned functions; (4) factors affecting operation of the personnel function; (5) profiles of school districts and personnel-related operations; and (6) personnel officer characteristics. Twenty-five sample organizational charts, 10 figures, and 24 tables are included. (LMI)

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ED 370 237 EA 025 878

The Service Learning Planning and Resource Guide.
PUB DATE- 94
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Categorical Aid; *Educational Finance; Educational Improvement; Elementary Secondary Education; Eligibility; Federal Government; *Financial Support; *Grants; *Grantsmanship; Higher Education

This funding guide is designed to help schools, education agencies, institutions of higher education, and others develop service-learning initiatives to improve K-12 education. It includes descriptions of 130 funding programs in 15 federal agencies, which generally provide two categories of financial assistance--formula grants, and competitive or discretionary grants. Part 1 offers program profiles in the following areas: educational improvement; humanities/social sciences; mathematics, science, and technology; partnerships; school-to-work focus; students with special needs; out-of-school youth; youth development; substance abuse prevention; health education; juvenile delinquency prevention; aging; child care; community development; environment; health care; human services; and literacy. Each profile provides information on the source, eligibility, amount, agency, and examples of appropriate programs. Part 2 contains information on selected service-learning resources and related networks. These are resources for designing and implementing service-learning initiatives at various levels. The following types of resources are described: training, publications, curriculum materials, resource guides, technical assistance, membership services, program manuals, and databases. (LMI)

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ED 370 238 EA 025 879

Safe Texas Schools: Policy Initiatives and Programs.
PUB DATE- Apr 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

presented, in the categories of preassessment activities; procedures for determining eligibility, program placement, program planning, and monitoring; and assessment reports. (Contains 10 references.) (JDD)

ED 370 256 EC 301 936

Vincent, Lisbeth J.; Beckett, Julie Ann
Family Participation: DEC Recommended Practices.
PUB DATE- 93
NOTE- 12p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Family Involvement; Infants; *Parent Participation; Program Development; Special Education; Special Needs Students; *Young Children
IDENTIFIERS- Council for Exceptional Children; *Quality Indicators

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood in the area of family participation in early intervention and early childhood special education (EI/ECSE) programs for infants and young children with special needs and their families. An introduction to the quality indicators points out that recommended practice in early intervention includes families as policy makers as well as decision makers on behalf of their children. The introduction lists 31 values and beliefs that underlie the recommended practices, and stresses that family participation represents the creation of a collaborative partnership based on equality, trust, and mutual respect. Fifty recommended practices are then listed, within the categories of: program advising/policy making; staff hiring, training, and evaluation; family-to-family support; intervention; interagency collaboration; legislative issues; advocacy; procedural safeguard development; and leadership training opportunities for parents. (JDD)

ED 370 257 EC 301 937

Turbiville, Vicki; And Others
IFSPs AND IEPs: DEC Recommended Practices.
PUB DATE- 93
NOTE- 12p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; Educational Principles; *Educational Quality; *Individualized Education Programs; *Individualized Family Service Plans; Individualized Programs; Program Development; Special Education; Special Needs Students
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning Individualized Family Service Plans (IFSPs) and Individualized assessment protocol suggested by the Professional Group on Attention Deficits and Related Disorders, multimodal treatment approaches, the classroom environment, classroom organization, classroom management, curriculum modifications, behavioral interventions, types of responses, how to use behavior management principles, interventions with adolescents, and cooperation between parents and schools. (DB)

ED 370 279 EC 303 010

Bruder, Mary Beth; Brand, Marie
Birth to Three Inservice Outreach Training Project: Final Report.
PUB DATE- 30 Sep 93
NOTE- 673p.
LANGUAGE- English
EDRS Price- MF04/PC27 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Teacher Education; Compliance (Legal); Demonstration Programs; *Disabilities; *Early Intervention; Federal Legislation; Individualized Family Service Plans; Individualized Programs; *Infants; *Inservice Education; *Institutes (Training Programs); Interdisciplinary Approach; *Outreach Programs; Program Development; Program Effectiveness; Toddlers
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; *New York

This final report describes objectives, activities, and outcomes of a project to provide training to infant specialists employed within a total of 16 infant intervention programs in New York State. The project focused on the acquisition of skills necessary to provide services under Public Law 99-457. Training content and procedures were derived from an earlier demonstration project at the University of Connecticut Health Center. The New York project provided training within each regional planning group through an institute format. An institute consisted of approximately 6 to 10 didactic and activity-based sessions on a specific intervention topic. Topics included the Individualized Family Service Plan; infant curricula; transdisciplinary teaming; and programming for infants, toddlers and their families. Five to 10 infant specialists were enrolled in each institute. Competency tasks provided one measure of program effectiveness. Other measures included pre-post questionnaires, self-rating scales, and consumer satisfaction questionnaires. The major portion of the document consists of appendixes, including a list of institute participants, sample evaluation instruments, details on each of the 16 programs served, evaluation results, an inservice training manual, and an article by Mary Beth Bruder and Tina Nikitas titled "Changing the Professional Practice of Early Interventionists: An Inservice Model To Meet the Service Needs of Public Law 99-457." (Contains 22 references.) (DB)

ED 370 280 EC 303 011

Faison, Merrilyn W.; Barniskis, Edward A.
A Systematic Approach to the Treatment of Attention Deficit Hyperactivity Disorder (ADHD): An Intervention Model.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Convention of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 370 299 EC 303 030

Nathanson, Jeanne H., Ed.
Independent Living.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; Attendants; *Disabilities; *Federal Legislation; Federal Regulation; Health Insurance; *Independent Living; Networks; Neurological Impairments; Normalization (Disabilities); Parent Associations; *Physical Disabilities; Program Administration; *Public Policy; Rural Areas; Supported Employment
IDENTIFIERS- *Rehabilitation Act 1973; World Institute on Disability

This issue of "OSERS" addresses the subject of independent living of individuals with disabilities. The issue includes a message from Judith E. Heumann, the Assistant Secretary of the Office of Special Education and Rehabilitative Services (OSERS), and 10 papers. Papers have the following titles and authors: "Changes in the Rehabilitation Act of 1973 and Federal Regulations" (John Nelson); "Title VII: A Major Step Forward" (Robert E. Michaels); "Perspectives on Personal Assistance Services" (Bob Kafka); "Consumer-Driven Supported Employment: Consolidating Services for People with Significant Disabilities" (John D. Westbrook); "The Effects of Insurance Benefits Coverage: Does It Affect Persons with Spinal Cord Injury?" (Denise Tate and Julie Daugherty); "Learning from the Experts: Best Practices in Rural Independent Living" (R. Mark Mathews); "Improving Management Effectiveness in Independent Living Centers through Research and Training" (Quentin Smith and others); "Independent Living: Driven by Principles of Democracy" (Duane French); "How Parent Networks Are Working with Independent Living Centers" (Martha Ziegler); and "Independent Living and Personal Assistance Services: The Research, Training, and Technical Assistance Programs at the World Institute on Disability" (Jae Kennedy and others). (References accompany most papers.) (JDD)

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ED 370 300 EC 303 031

Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1994. Conference Report To Accompany S. 1284 . House of Representatives, 103d Congress, 2d Session.
PUB DATE- 21 Mar 94
NOTE- 65p.; Print is small in parts.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advocacy; *Civil Rights Legislation; *Developmental Disabilities; Federal Aid; *Federal Legislation; *Public Policy; Services; Social Integration
IDENTIFIERS- Congress 103rd; *Developmental Disabled Assist Bill of Rights Act; University Affiliated Training Programs

This report was issued by a conference committee of the U.S. Senate and House of Representatives to reconcile disagreeing votes on amendments to the Developmental Disabilities Assistance and Bill of Rights Act. The Act is designed to assure that individuals with developmental disabilities and their families participate in the design of and have access to culturally competent services, supports, and other assistance

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 75p.; For the 1992 edition, see ED 351 835.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Clearinghouses; *Databases; *Disabilities; Elementary Secondary Education; *Gifted; *Information Sources; Information Systems; Postsecondary Education; Preschool Education; Research Tools; Search Strategies; *Special Education
IDENTIFIERS- *ERIC; ERIC Clearinghouses; *Exceptional Child Education Resources

This booklet explains how the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases can be used to find information about the education of individuals who have disabilities or who are gifted. The guide describes ERIC as a federally funded information system with a database of over 400,000 journal annotations and 300,000 education-related document abstracts. It discusses the clearinghouses that comprise ERIC and outlines how ERIC can be accessed, how to search ERIC manually or by computer, how to locate subject descriptors for search topics and apply Boolean logic to a search, and where to get copies of materials found in ERIC. ECER is then described as a database of citations and abstracts of English-language print and nonprint materials dealing with education and development of people of all ages with disabilities or giftedness. ECER's content is distinguished from ERIC's and search procedures are outlined. The two final chapters discuss services of ERIC clearinghouses and procedures for contributing documents to the ERIC database. Appendixes provide an ERIC search worksheet; ERIC descriptors for disabilities and giftedness; ERIC publication types; order forms for ERIC articles and documents; sample document resumes; guidelines for accessing ERIC through computer networks; and lists of organizations in the field of disabilities and giftedness, special education databases, ERIC clearinghouses, special education journals, online vendors, and 13 print resources. (JDD)

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ED 370 319 EC 303 051

Fouse, Beth; Brians, Suzanne
A Primer on Attention Deficit Disorder. Fastback 354.
PUB DATE- 93
NOTE- 45p.; This fastback is sponsored by the Rose City Texas Chapter of Phi Delta Kappa.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Attention Deficit Disorders; *Classroom Techniques; Elementary Secondary Education; Etiology; *Intervention; Preschool Education; *Student Characteristics; *Symptoms (Individual Disorders); Teacher Role; Teaching Methods

This pamphlet explains briefly what is known about attention deficit disorders (ADD), to help parents and educators have a more positive influence on the ADD child's life. It begins with definitions of terminology; characteristics of preschool, school-age, and adult individuals with ADD; and causes of ADD.

amount of time each family spent delivering the therapeutic interventions; (2) the number of different therapists per family; (3) optimistic or pessimistic attitudes about therapy; and (4) the structure of the family. Results suggested that the female parent generally experiences greater stress and responsibility in caring for an autistic child. Male parents spent significantly less time with the autistic child but tended to be more generally optimistic about their child's future than did mothers. Both male and female parents were somewhat optimistic about the Lovaas method. The average family used five therapists and devoted a mean number of 5.5 hours daily to therapy. (DB)

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ED 370 341 EC 303 076

Sage, Daniel D.; Burrello, Leonard C.
Leadership in Educational Reform: An Administrator's Guide to Changes in Special Education.
PUB DATE- 94
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; *Disabilities; Educational Change; Educational Economics; Elementary Secondary Education; Financial Support; Instructional Leadership; Legal Responsibility; *Mainstreaming; Outcomes of Education; Principals; Program Evaluation; *Regular and Special Education Relationship; *School Restructuring; Special Education; Special Education Teachers; Special Needs Students; Student Educational Objectives
IDENTIFIERS- *Inclusive Schools

This book is a response to the need to integrate the restructuring of educational institutions and the development of a unified educational system that includes students with special needs. It begins with a discussion of paradigms for restructuring, then proceeds to an extended discussion of several issues concerning the field of special education, including its scope and its various sources of organizational and fiscal support. The proper use of outcome-based education with students with disabilities is then examined, followed by discussions of the respective leadership roles of principals and special educators, and, finally, of issues surrounding program evaluation. Appendices provide an outline for evaluation in special education and a table of key tasks in evaluation. Individual chapters contain references. (DB)

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ED 370 342 EC 303 077

Hardman, Michael L.; And Others
Human Exceptionality: Society, School, and Family. Fourth Edition and Inclusion: Issues of Educating Students with Disabilities in Regular Education Settings.
PUB DATE- 93
NOTE- 562p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Autism; Behavior Disorders; Communication Disorders; *Disabilities; *Educational Methods; Elementary Secondary

based simulations are well suited to andragogy-based teaching techniques. Such simulations are intrinsically motivating, and they give adult learners a simultaneously self-directed and collaborative approach to teacher training programs. (Contains 13 references.) (MN)

ED 369 883 CE 066 153

Federal Performance Report for Vocational and Applied Technology Education. Fiscal Year 1992-93.
PUB DATE- 93
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; Career Guidance; Community Organizations; Consumer Education; Correctional Education; Demonstration Programs; Displaced Homemakers; Educational Objectives; Enrollment; *Financial Support; Home Economics; One Parent Family; *Outcomes of Education; Postsecondary Education; Prisoners; *Program Effectiveness; Program Implementation; Secondary Education; Sex Fairness; State Federal Aid; Student Organizations; Tables (Data); *Technology Education; Unwed Mothers; *Vocational Education
IDENTIFIERS- *Florida; *Tech Prep

During 1992-93, 170,146 secondary and 140,681 postsecondary students were enrolled in secondary-level vocational training (VT) programs throughout Florida. A total of 12,545 single parents, displaced homemakers, and single pregnant women received VT-related services. Nontraditional vocational training programs served 2,995 females and 476 males. VT programs also served 961 youthful offenders, 629 adult female offenders, and 4,198 male offenders. Special VT programs, services, and activities were provided to 34,047 secondary and 25,856 postsecondary disabled students, 20,336 secondary and 28,880 postsecondary limited English proficient students, and 119,005 secondary and 213,376 postsecondary disadvantaged students. State leadership and professional development activities were provided to vocational educators. Ten urban community-based organizations in 6 counties provided VT services to economically and educationally disadvantaged youth, consumer and homemaking education programs served 84,779 students, and 17 consortia consisting of 17 community colleges and 35 participating school districts implemented tech prep programs. A coherent sequence of courses was developed that integrated applied academics into vocational education, and career guidance and counseling services were provided to 44,597 secondary and 57,431 postsecondary students. (Eleven tables are included. Appended are enrollment tables, descriptions of 16 exemplary vocational education programs, and information about allocation of funds to vocational student organizations and supplementary state grants.) (MN)

ED 369 884 CE 066 158

McDaniel, Sue; Riley, Dee Ann
Job Training Partnership Act PY '91 Title II-A Program Review.
SPONS. AGENCY- Missouri State Div. of Job Development and Training, Jefferson City.
PUB DATE- 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

adult students were more interested in being able to enroll in the courses required for their degrees than in being able to participate in "typical" campus activities. Most students considered their experiences as evening students positive, and most found the faculty responsive. Contains 7 references. (MN)

ED 369 900 CE 066 257

Romney, Valerie A.
National Networking for State Community Education Capacity Building. 1992 Florida Needs Assessment Survey Report.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Mar 93
NOTE- 90p.; For the 1991 national survey report, see ED 346 311.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Adult Education; Change Strategies; *Community Education; *Educational Change; *Educational Needs; National Surveys; Needs Assessment; *Program Improvement; Questionnaires; State Surveys; *Statewide Planning
IDENTIFIERS- *Florida

In 1991, a national community education (CE) needs assessment was conducted. The national survey instrument was analyzed and revised for state-level use. A total of 381 CE educators throughout Florida were each randomly assigned to receive open- or closed-ended revised versions of the national survey. A total of 214 educators (56.2% of those contacted) responded. The survey established that the average Florida CE educator is an experienced school district administrator who continues to learn about the field through workshops and training sessions and who is generally satisfied with available CE-related training and publications. The CE educators surveyed reported that, although CE processes and initiatives has strengthened in the past 3 years, funding limitations, erroneous image, and lack of recognition remain serious obstacles to advancement of CE. Because a chi-square analysis established that the closed-ended survey was significantly more likely to elicit a response, it was decided to use the closed-ended survey exclusively in future state-level surveys. (Twenty-two tables are included. Appended are lists of participating community educators, the 1991 national survey and 1992 Florida survey cover letters and survey forms, and responses to the Florida survey.) (MN)

ED 369 901 CE 066 264

Fuller, Taleria R.
Increasing Working Mothers' Earnings: The Importance of Race, Family, and Job Characteristics. Research-in-Brief.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Black Mothers; *Change Strategies; Comparative Analysis; Educational Needs; *Employed Parents; *Employment Level; Family Characteristics; Hispanic Americans; *Mothers; *Predictor Variables; Public Policy; Race; *Salary Wage Differentials; Whites

Women's economic responsibility for their families has increased learning about agriculture, and having a teacher who was kind and concerned. Students who selected the program as an elective course generally seemed pleased and were very likely to enroll in high school agricultural education. The population served by these programs was composed primarily of white males who lived in rural areas. (Contains 10 references.) (YLB)

ED 369 919 CE 066 332

Barrick, R. Kirby; Hughes, Matthew
State-Level Vocational Administrator Perceptions Relevant to Career-Oriented Education in the Middle Grades. Summary of Research 74.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Career Education; Career Exploration; Educational Finance; *Educational Policy; Educational Research; Intermediate Grades; Junior High Schools; *Middle Schools; State Departments of Education; State Government; *Student Organizations; Student Participation; Teacher Certification; Technology Education; *Vocational Directors; *Vocational Education

A survey was conducted to determine the status of career-oriented education programs at the middle-grade level and perceptions of state education agency officials with responsibilities in the program areas. Mailed questionnaires were returned by 43 (86 percent) state directors of education and 290 (82 percent) supervisors in 8 career-oriented program areas. Findings indicated most states offered career-oriented programs at the middle-grade level, but very little enrollment data were available. The programs were aimed primarily at career exploration and development of practical skills. Teachers in any of the program areas were rarely required to be certified specifically in middle-grade education, although many states required certification in a vocational education area. Local and state funding sources were used more than federal sources. Most directors and supervisors believed that career-oriented programs should provide students opportunities to explore careers and personal interests, assess occupational aptitudes, and apply knowledge through hands-on activities; they felt that middle-grade vocational student organizations (VSOs) should develop students' leadership and social skills. Respondents were not fully supportive of competition in middle-grade VSOs. Implications were drawn for future research, teacher preparation, certification requirements, and material development. (Contains 15 references.) (YLB)

ED 369 920 CE 066 333

Dlamini, Marietta P.; Miller, Larry E.
Factors Related to the Attitude of First-Year University and College Students toward the Secondary Agriculture Program in Swaziland. Summary of Research 75.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agricultural Education; *College Students; Educational Research; Foreign Countries; Higher Education; Secondary Education; *Student Attitudes; Student Characteristics

describe the program's purpose, structure, and objectives. The text of specific regulations governing community vocational settings is provided. Other contents include the following: sample transition staffing summary form; sample and completed individual transition planning forms; sample student/parent/employer/vocational coordinator agreement; behavior inventory; sample student evaluation forms; a list of types of job skills students learn in area businesses; a U.S. Department of Education letter communicating statement of principle and guidelines for individualized education programs; a list of prerequisite skills for independent living; and sample student evaluation forms for managing family finances, buying and preparing food, caring for clothing; managing a household, caring for personal needs, and vehicle ownership. (YLB)

ED 369 938 CE 066 376

Munn, Pamela; And Others
The Effectiveness of Access Courses: Views of Access Students and Their Teachers. SCRE Research Report Series.
SPONS. AGENCY- Leverhulme Trust, London (England).
PUB DATE- Mar 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Adult Programs; *Adult Students; Articulation (Education); College School Cooperation; Educational Cooperation; Educational Innovation; Educational Research; Foreign Countries; Higher Education; Postsecondary Education; *Program Effectiveness; *Student Attitudes; Teacher Attitudes; *Transitional Programs
IDENTIFIERS- *Scottish Wider Access Program

A study assessed the effectiveness of Scottish Wider Access Program (SWAP) courses in different subject areas in preparing adults for degree-level study. It compared the experience of 100 students enrolled in 4 science, engineering, mathematics, and technology courses and 4 courses in social sciences or humanities. Findings suggested that, although SWAP had been successful in building confidence, students who had become accustomed to the modular, continuous assessment, criterion-referenced approach used on access courses often felt unprepared for the workload and intensity of degree programs. Science students reported feeling worried about their level of knowledge, particularly in mathematics, and felt the content they needed for the higher-level course had not been covered sufficiently. Nonscience students were less critical of apparent gaps in content and more aware of the skills they could use in learning. Students were highly critical of a lack of examination practice on access courses. Those students who had had some examination practice appeared to perform more successfully in the end of the year exams on their higher education course. More than three-quarters of the sample successfully completed their first year in higher education. Policy implications were organized under three main headings: curriculum structure, assessment policy, and student welfare. (Contains 37 references. Appendixes include details of the sample students, and list of project advisory committee members.) (YLB)

ED 369 939 CE 066 377

Pauly, Edward; And Others

IDENTIFIERS- *Customer Services; *Workplace Literacy

The SCORE project developed and delivered workplace literacy training to employees and/or job candidates in the customer service and telephone sales industry at the AT&T Corporation. The work was done in partnership with the Florida Community College (FCC) at Jacksonville. Of 259 adults served, 39 percent became employed as a result of the program and 29 percent were eligible for career advancement. Candidates had access to funds for child care and were given transportation reimbursement; classes were held at the business site to accommodate employees; and schedules were adjusted to meet students' needs. To ensure curriculum materials met the needs of adult and were reflective of the workplace, the project conducted focus groups. The training consisted of developing reading, writing, occupation-specific math, learning skills, communication, problem-solving and critical thinking skills, self-esteem, and vocational vocabulary. The curriculum was a combination of computer-based and instructor-led activities delivered in the context of customer service and telephone sales tasks. The evaluation was a pretest/posttest design. Analyses indicated the program had a strong positive effect on participants' achievement. (Attachments to the performance report include instruments, program results, and student and teacher program evaluation results. The evaluation is accompanied by nine data tables, glossary of evaluation terms, and data dictionary.) (YLB)

ED 369 957 CE 066 426

S.C.O.R.E. Sales and Customer Service Occupational Readiness Education. Manuals.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 94

NOTE- 445p.; For a related document, see CE 066 425.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; *Computer Assisted Instruction; Courseware; Critical Thinking; Instructional Materials; Learning Activities; *Literacy Education; Mathematics Skills; Problem Solving; Reading Skills; *Sales Workers; *Service Workers; Teaching Guides; Vocabulary Development; Writing Skills

IDENTIFIERS- *Customer Services; *Workplace Literacy

Manuals are provided for SCORE, an industry-centered program designed to teach entry-level workers and trainees basic skills necessary for customer service and telephone sales. The metacognitive manual begins with a course outline and course description. The instructor guide consists of eight units: introduction, personal side of learning and performance, reading comprehension and comprehension monitoring, computer access and hardware familiarity, remembering/locating information, oral communication, written communication, problem solving, and mathematical problem solving. Components of each unit are time, purpose, teacher resources, equipment, audiovisuals, student resources, supplies, suggested learning activities, main points, and supplemental activities. The student guide provides main points, purpose, definitions, and questions for each unit. Masters for transparencies and student handouts, appendix with additional activities and answers, and glossary are provided. A software reference guide that explains how to use the courseware accompanies five instructional

DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; Criterion Referenced Tests; *Evaluation Methods; *Literacy Education; Literature Reviews; Standardized Tests; State Programs; *Student Evaluation; *Testing; Test Reviews; Trend Analysis
IDENTIFIERS- *Alternative Assessment; Participatory Evaluation; Wisconsin; *Workplace Literacy

A semester-long study examined the assessment instruments and techniques currently being used by companies participating in the Wisconsin Workplace Partnership Training Program (WWPTP). Twenty-four instruments that may be categorized as either standardized tests, competency-based and criterion-reference measures, or participatory assessment instruments were being used by WWPTP sites. The popularity of standardized tests was attributed primarily to their convenience. Competency-based and criterion-referenced measures were used mainly to test for learning or mastery in specific content areas. Despite their increasing popularity in K-12 classrooms, participatory assessment techniques (including the use of portfolios) were not generally used in workplace education programs. (The following items are included in this document: 13 questions to be asked when selecting assessment instruments and procedures for workplace education programs; detailed reviews of 6 popular standardized tests; a list of 4 self-assessment instruments; and literature search information.) Contains 44 references. (MN)

ED 369 977 CE 066 454

Manly, Donna; And Others
Workplace Educational Skills Analysis. Training Guide Supplement.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 128p.; For related documents, see ED 334 442-443, ED 361 535, ED 367 899-900, and CE 066 451-453.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Check Lists; *Data Analysis; Educational Needs; Guidelines; *Interviews; *Job Analysis; Needs Assessment; *Observation; Questionnaires; Records (Forms); *Skill Analysis; *Technical Writing
IDENTIFIERS- Wisconsin; *Workplace Literacy

The Workplace Educational Skills Analysis (WESA) is a systematic process used to identify and analyze basic educational skills required to perform a job or cluster of jobs. The WESA methodology consists of the following six stages: WESA design meetings, interview preparation, interviews and observations, data analysis and draft reports, clarification meetings, and WESA final reports. This supplement is designed to be used in conjunction with the "Workplace Educational Skills Analysis Training Guide," which was developed to guide workplace education program developers in implementing the WESA process. The supplement is intended to improve the efficiency of the overall WESA process and its products. Discussed first are the WESA process, products, uses, and benefits and planned WESA enhancements. The next two sections contain sample forms/instruments and information on the procedures to be followed during the interview and observation stage and data analysis and draft reports stage of the WESA process. The following are provided in a section of tips for WESA analysts: interview, observation, employee close-out interview, and report writing suggestions; a document and data collection

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; *Federal Programs; *Job Skills; *Occupational Information; Postsecondary Education; *Program Development; Skill Development; *Standards
IDENTIFIERS- *National Industry Skills Standards Projects

In an effort to develop a more uniform and comprehensive system of national skill standards, the U.S. Departments of Education and Labor have awarded grants to 22 technical committees, composed of representatives from business, labor, and education, in a variety of industries and occupations. These projects will begin proposing national standards and certification for competencies. This report consists of a profile of each of these 22 projects based on their response to the following sets of questions: (1) What is the definition of industry for your project? What criteria did you use to define the boundaries of your industry? What approach are you using to organize your industry in order to set standards?; (2) What definition of a standard are you using for your project? What is an example of such a standard?; and (3) How will performance against the standards be assessed? Each of the 22 profiles consists of one-page answers to these questions; the address, telephone number, contact, and date project began are also included. The 22 projects are in the following occupational areas: advanced manufacturing; agriscience and biotechnology; heating, air conditioning, and refrigeration occupations; automotive, auto body, and truck technicians; bioscience industry; computer-aided drafting and design; chemical process industries; electrical construction; electronics (both Labor and Education funded projects); food marketing industry; hazardous materials management technician; health science and technology; heavy highway and utility construction and environmental remediation; hospitality and tourism; human services; industrial launderers; metalworking; photonics technician; printing; retail trade; and welding occupations. (KC)

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ED 369 995 CE 066 583

Strengthening the Industry-Education Alliance in History and Checklist for Industry-Education Alliances in History.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Cooperative Programs; *Corporate Support; *Curriculum Development; Educational Technology; Education Work Relationship; History Instruction; *Industry; Private Financial Support; *School Business Relationship; School Support; Secondary Education; *Staff Development; Student Evaluation; *Technical Assistance

The first part of this document describes how industry-education alliances promote collaboration between representatives of education and industry (business, labor, agriculture, the professions, and government). Alliances mobilize resources for schooling, enable educational systems to respond effectively to changes in the workplace, improve communications, and strengthen educational programs at all levels. Industry-education alliances in history bring a specific focus to this cooperation by fostering the study of history. Industry-

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counseling; Counselor Educators; Counselors; *Democratic Values; *Social Attitudes; *Social Change; Social Influences; Socialization; Social Values; Sociocultural Patterns
IDENTIFIERS- Pluralism

This paper argues for a dramatic shift in thinking in the counseling profession and society at large. The argument is divided into three major themes or integrative concepts: (1) Partnerships; (2) Inclusivity; and (3) Connectedness. The themes are prefaced by a brief survey of global trends, national and international events, and crises caused by changes. Concerning partnerships, the focus is on the dynamics between women and men. She criticizes the gender-based socialization foisted on individuals and relates how scholarship has laid bare the destructiveness of gender expectations which are still prevalent in most societies. The endemic polarization between the sexes should be reversed by emphasizing respect for others, self esteem, and a valuing of partnerships--not opposition. Inclusivity requires a revaluation of opposition. Inclusivity, she continues, requires a revaluation of scientific knowledge along with a new appreciation for qualitative investigations. Also needed is a continuing respect for racial/ethnic pluralism. Connectedness involves three aspects: (1) Holism, that is, seeking balance in one's life; (2) Spirituality, letting people know that they matter; and (3) Community, where everyone's talents are incorporated to address the world's many problems. The article lists five strategies for counselors to use in realizing these themes. (RJM)

ED 370 015 CG 025 322

Hendrix, Mary Lynn
Understanding Panic Disorder.
PUB DATE- Sep 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Emotional Disturbances; *Health Education; Health Promotion; Mental Disorders; Mental Health; Mental Health Programs; Public Health
IDENTIFIERS- Agoraphobia; National Institute of Mental Health; *Panic Disorder

This booklet is part of the National Institute of Mental Health's efforts to educate the public and health care professionals about panic disorder. Discussed here are the causes, definition, and symptoms of the disorder. Panic attacks, which can seriously interfere with a person's life, may strike more than three million U.S. citizens at some time in their lives. Individuals who suffer panic attacks may also develop phobias, especially agoraphobia, in which a person avoids places or situations where help may not be forthcoming if an attack occurs. Treatment, it is claimed, can bring significant relief to 70 to 90 percent of people with panic disorder. Several kinds of treatment approaches, by themselves or in combination, may be effective: (1) cognitive-behavioral therapy, where the person modifies or eliminates troublesome thought patterns and behaviors; (2) pharmacotherapy, in which prescription medication is used both to prevent panic attacks or reduce their frequency and severity; and (3) psychodynamic therapy, where the therapist and the patient work together to uncover emotional conflicts which may underlie the patient's problems.

who still are considered to be at risk. (Contains 36 references.) (RJM)

ED 370 035 CG 025 408

Davis, William E.
Improving the Human Services Delivery System for At-Risk Children and Families.
PUB DATE- 22 Aug 93
NOTE- 30p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *At Risk Persons; Childhood Needs; Child Welfare; *Delivery Systems; Disadvantaged Environment; Economically Disadvantaged; Family Environment; *Family Problems; *Human Services; Poverty; Poverty Programs; Social Services; Welfare Services

In recent years, demand has increased for the development and implementation of a better overall human service delivery system for the United State's at-risk children and their families. Critics condemn the current system as being fragmented, too narrowly focused, beset with bureaucratic red tape and harmful restrictive regulations, difficult to access, and lacking in both fiscal and programming accountability. This paper highlights the major findings of selected recent national reports and studies involving the current and projected status of children and families in the United States. Identified are the major problems and obstacles that impede the effectiveness and efficiency of the current national human service delivery system. General strategies of how these problems can be overcome are discussed, as well as the role the nation's schools can play in human service delivery. It is argued that traditional concepts of schooling must change in order to accomplish this objective. Suggestions are made as to specific ways in which psychologists can contribute to the development and implementation of a more effective human service delivery system. (RJM)

ED 370 036 CG 025 409

Aubry, Tim; And Others
Receptivity of Community Residents to Tenants of Community Mental Health Residences as Neighbours.
PUB DATE- Aug 93
NOTE- 34p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Community Attitudes; Community Programs; *Deinstitutionalization (of Disabled); Developmental Disabilities; Foreign Countries; *Group Homes; *Mental Retardation; Neighborhoods
IDENTIFIERS- Manitoba (Winnipeg); *Neighbors

Using a theoretical model developed from Ajzen's and Fishbein's (1980) theory of reasoned action, researchers investigated the neighboring intentions of community residents toward mentally disabled individuals. A random sample of 345 residents in sexual harassment by a female student. When the victim was highly emotional and when the victim and defendant's level of emotionality did not match, the defendant was perceived more negatively. A six-month delay in reporting the harassment incident to the committee resulted in higher credibility ratings of the victim. The findings were related to the Hill/Thomas Senate confirmation hearings. (Author/BF)

ED 370 055          CG 025 453

Hughes, Jan N.; And Others
Development and Validation of an Interview Measure of Social Cognitive Skills.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Aug 93
NOTE- 7p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; *Behavior Modification; Conflict Resolution; *Counseling Techniques; *Early Intervention; Grade 2; Grade 3; Interpersonal Communication; Interviews; Peer Relationship; Primary Education; *Problem Solving; *Social Cognition; Test Construction; Test Validity

An interview measure of social-cognitive skills that have been found to discriminate aggressive and nonaggressive children was developed. The interview was administered to 25 second and third grade children identified by teachers as nonaggressive and 50 second and third grade children identified by teachers as aggressive and referred to an intervention for aggressive children. The interview measure was administered at pretreatment to all children. The interview has adequate inter-rater reliability and discriminates aggressive and nonaggressive children on the following scores: hostile attributions, number of hostile aggressive solutions and number of first solutions that are aggressive, and number of competent solutions in peer entry situations. Furthermore, the SCAP predicts behavioral improvement following a problem solving skills training intervention. (Author)

ED 370 056          CG 025 454

Hughes, Jan N.; And Others
Effectiveness of Problem Solving Training and Teacher Consultation with Aggressive Children.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Aug 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Attachment Behavior; *Behavior Modification; Conflict Resolution; *Counseling Techniques; *Early Intervention; Elementary Education; Interpersonal Competence; Parent Student Relationship; Problem Solving; Social Cognition

explanations, and demonstrations of how reading is accomplished, not more assignments without strategy instruction. Children's attention is focused primarily on remembering what they have read rather than facilitating or evaluating their understanding. American schools are better organized to sort children than to support them. Steps to accomplish change include: (1) reemphasize the importance of the classroom teacher and literacy lessons; (2) reorganize the school day; (3) replace the broad curriculum with a deep curriculum; (4) replenish the classroom and the teacher; and (5) reformulate the evaluation of students. (Contains 55 references.) (RS)

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ED 370 075 CS 011 697

Dahl, Karin L.; Freppon, Penny A.
A Comparison of Inner-City Children's Interpretations of Reading and Writing Instruction in the Early Grades in Skills-Based and Whole Language Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Comparative Analysis; *Inner City; Longitudinal Studies; Phonics; Primary Education; *Reading Attitudes; *Reading Instruction; Reading Research; *Student Attitudes; Urban Education; Whole Language Approach; *Writing Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- Beginning Writing; Childrens Writing; Response to Literature

A cross-curricular comparison focused on learner interpretations of beginning reading and writing instruction in skills-based and whole language inner-city classrooms across kindergarten and first grade. Subjects, 48 low socioeconomic-status students in four classrooms in two midwestern cities, were observed during literacy instruction twice weekly for two years. Data included field notes, transcripts of reading and writing episodes, student papers, and pre/post written language measures. Qualitative findings indicated similarity in learner concern about accuracy. Cross-curricular differences centered on applications of phonics knowledge, responses to literature, coping strategies of learners experiencing difficulty, and learner perceptions of themselves as readers and writers. Quantitative analyses indicated a significant difference in written narrative register favoring whole language learners. (Contains 84 references and seven tables of data. A sample grid of learner patterns is attached.) (Author/RS)

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ED 370 076 CS 011 698

Bercik, Janet T.
Trade Book Significance: The Spice for Content Area Usage.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Content Area Reading; Cultural Differences; Instructional Development; Intermediate

of V information gradually increased between lessons 1 and 30; and (4) in lessons 10 through 30, V, MV, and MSV combined represented virtually all of the self-corrections made. Conclusions from the data are constrained by the reliability of running records and the small sample size. Findings suggest that, just as other children, at-risk emergent readers draw upon their knowledge of the world and their familiarity with language structure when they approach the initial task of learning how to read. (RS)

ED 370 097 CS 214 293

Brown, Bill
Writing for Publication.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Creative Writing; High Schools; Peer Evaluation; Teacher Role; Writing Assignments; Writing Evaluation; *Writing for Publication; *Writing Processes
IDENTIFIERS- Nashville Metropolitan Public Schools TN

Students at Hume-Fogg Academic High School in Nashville, Tennessee do every kind of writing, have won numerous writing awards, and have published everything from chapbooks to articles in national literary magazines. According to the creative writing teacher, students are first taught to write about things they know--to go back to their own childhood experiences and rediscover who they are. These writing assignments are never graded because once they are graded, they are "finished." Numerous revisions are encouraged and expected before students' writing is published. Peers participate in the reading and evaluating of students' writing. A good end-of-year assignment involves retrospection. The students look back over all their writing and then look in a mirror and ask themselves "how all this makes up the fragmented person that is me." Students then make a mask to reflect their image of themselves and write about that image. Students also write, lay out, edit, and design their own chapbooks. At the end of every semester each students completes a manuscript to be sent to "Scholastic" magazine. The sense of community in the classroom is reinforced--a sense of writing together on a shared subject or theme. Ridicule has no place in these classrooms, for students' best writing comes from an emotional center that is dangerous. (Three students' poems are attached.) (RS)

ED 370 098 CS 214 294

Dalager, Steve
Teaching in the Borderlands: On Not Being Kevin Costner in a Native American Centered Classroom.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indians; Classroom Communication; *Cultural Context; *Cultural Differences; Higher Education; *Interpersonal Communication;

Telecommunications; *Tutorial Programs; Tutoring; *Tutors; *Writing (Composition); *Writing Laboratories
IDENTIFIERS- *Collaborative Learning; *University of Alaska Fairbanks; Yupik Eskimos

Writing centers have been working diligently to create a centripetal space to draw as many faculty and students into its collaborative learning process as possible. The degree to which writing centers have succeeded in this mission should now lead beyond the sanctum of the centers and even beyond the validated space of satellite centers. The University of Alaska-Fairbanks Writing Center and Computer Lab, which began a viable satellite for Native students in their counseling center, has now begun programs in tutoring students and training tutors throughout the state via telephone and fax machine. Adventurous teachers using simple technology can overcome both physical distance and cultural boundaries. Physical proximity and authorized centers can overly determine the roles of tutor and students. Telecommunications and use of Yup'ik speakers as co-tutors, created a "virtual space" of mutually authoritative speakers in dialogue. (Author/RS)

ED 370 116 CS 214 327

Bratcher, Suzanne
Evaluating Children's Writing: A Handbook of Communication Choices for Classroom Teachers.
PUB DATE- 94
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; *Evaluation Methods; *Grading; Student Evaluation; Teacher Student Relationship; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *Childrens Writing; Writing Development

This book presents specific grading strategies and explicit instructions for using them while offering options which allow teachers to place the grading of writing into a communication context. The book introduces and explains a wide range of evaluation strategies used by classroom teachers to arrive at grades. Samples of student writing accompany the instructions to illustrate the techniques. The book suggests making choices among the many options for evaluation by determining the instructional purpose of the assignment and considering the advantages and disadvantages of the particular strategy. Chapters in the book are: (1) In the Background: How We Feel about Grading; (2) Specific Situations: Putting Evaluation into a Context; (3) The Pieces of the Grading Puzzle; (4) Approaches to Grading; (5) Response Strategies; (6) Management Systems; (7) Evaluation Styles; (8) Hybrids; (9) Tools of the Trade: Choosing Evaluation Options in a Communication Setting; (10) Transcending the Red Ink, or Making Grading Serve Teaching; and (11) Teach Yourself to Grade, or the Grading Process in Action. Thirty samples of writing done by children in first through sixth grades, and a 60-item annotated bibliography are attached. (RS)

ED 370 117 CS 214 328

Marchesani, Joseph J.
Constellation Prizes: Using Science Fiction for Lesbian, Gay, and Bisexual Issues in College Classes.
PUB DATE- Mar 94

received during the Lollard heresy in England because of her unconventional lifestyle. The paper then recounts the way that Margery employed rhetorical strategies to defend herself against the charge of heresy and why her words and behavior appeared threatening and subversive to the populace and the authorities. The paper also contends that Margery's rhetorical moves function subversively for contemporary readers/students, since her rhetoric disrupts modern audiences conventional notions concerning the author's identity and authority. The paper relates that Lynn Staley Johnson and John Erskine hold opposite opinions about the illiterate Margery's use of scribes to record her life story and then explores the two scholars' studies of Margery's work. The paper concludes with a discussion of several feminist scholars' interpretations of Margery Kempe's rhetoric, focusing on her habit of crying. Contains 14 references and a note. (NKA)

ED 370 135 CS 214 349

Steele, Jack
The Student as Interpreter: What Do We Mean When We Ask Who Did It?
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; Controversial Issues (Course Content); Course Content; Critical Thinking; Higher Education; *Rhetoric; *Seminars; Writing Assignments
IDENTIFIERS- Assassinations; *Freshman Seminars; Kennedy (John F); *Rhetorical Strategies

One version of a first year seminar in rhetoric examines the President Kennedy assassination controversy as seen by several writers in a rhetorical framework that stresses the difference, particularly in regard to the writers' approaches to truth, in intellectual and imaginative discourses. The assignments, three major writing projects, introduce students to the concept of competing interpretations and then encourage them to become participants in that dialogue. In the first assignment, students examine the approaches to truth discussed in essays by E. H. Carr and Joan Didion. In the second assignment, they interpret a literary account of an historical event (Shakespeare's "Julius Caesar") from a political perspective, and in the third assignment, they examine official, unofficial, and fictional accounts of the Kennedy assassination as part of the process of creating their own version of the event. (RS)

ED 370 136 CS 214 350

Jones, Gwendolyn S.
Anna Julia Cooper: An Explanation.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autobiographies; Blacks; *Females; Feminism; Higher

DESCRIPTORS- Adolescents; *Change Strategies; Educational Practices; Intermediate Grades; Junior High Schools; *Middle Schools; Networks; Parent Participation; *School Restructuring; Staff Development; *State Action; *Student Needs
IDENTIFIERS- *Developmentally Appropriate Programs; Learning Environment; *Texas

This summary highlights implementation strategies from the full report for restructuring middle grade education in Texas. The task force was guided by a central theme--a vision of Texas schools using each other as resources and the campus planning process as a vehicle for implementing research-based concepts and practices in the middle grades. Driven by innovation at the campus level rather than by top-down mandates, this restructuring effort will not succeed without strong commitment to staff development. Middle-grade educators are challenged daily with students exhibiting a range of intellectual, physical, psychological, and social development unmatched at any other grade level. Middle-grade education must foster individual growth by meeting the intellectual and developmental needs of children where they are, rather than adapting instructional practices and school organization from some other grade level. The nine developmentally appropriate goals and strategies embrace student learning; curriculum and programs; personnel training; school organization and management; finance; parent responsibility; community and business partnerships; research, development, and evaluation; and communications. State Board of Education policy statements about middle school philosophy, organizational structure, curriculum, instruction, assessment, professional growth and development, student support, and community are included. (MLH)

ED 370 155 EA 024 692

Spotlight on the Middle: A Source Book of Notable Texas Middle School Programs Developed for the Texas Task Force on Middle School Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 91
NOTE- 137p.; For related documents, see EA 024 690-691.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Directories; Educational Innovation; Intermediate Grades; Junior High Schools; *Middle Schools; *Program Implementation; *School Restructuring
IDENTIFIERS- *Developmentally Appropriate Programs; Middle School Students; *Texas

This sourcebook of over 100 Texas middle-school programs was developed to help educators implement intermediate-grade education concepts and practices in their schools. The volume is a companion publication to "Spotlight on the Middle: Report of the Texas Task Force on Middle School Education." The introduction mentions two offices in the Texas Education Agency that serve as clearinghouses for program information for the state's schools. Programs are arranged alphabetically by name. Each entry contains the name; address; program contact telephone number; program description; a summary of its objectives, staff, and necessary training; and program evaluation methods. The Dropout Clearinghouse (1-88-828-7475)

Policy; *Discipline Problems; Educational Environment; Elementary Secondary Education; *Student Behavior; *Teacher Behavior
IDENTIFIERS- *Oklahoma

This handbook recognizes the growing trend away from traditional disciplinary tactics to a discipline policy that encourages student responsibility. This edition, published by the Oklahoma Department of Education, contains three sections. The first describes methods for creating a positive learning climate, some of which include evaluating teacher characteristics, building student self-esteem and motivation, developing reflective listening, creating a pleasant physical environment, and promoting acceptable behavior. Section 2 offers techniques for managing a positive climate. Following an overview of theories of classroom discipline, several topics are discussed: discipline as a curriculum area; the essential characteristics of effective discipline; the use of feedback to correct behaviors; time management; management routines; classroom preparation; individual instruction; and cooperative instruction. The third section examines alternative management techniques for problem behaviors. Appendices contain sample forms and worksheets dealing with feedback, rewards, assertive discipline, chemical dependency, outside assistance for troubled students, legal issues, and alternative education. Contains 81 references. (LMI)

ED 370 175 EA 025 780

North Dakota Curriculum Frameworks, Volume I: Language Arts, Library Media, Mathematics, Science, Social Studies.
PUB DATE- Jan 93
NOTE- 101p.; For volume II, see EA 025 781.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Educational Objectives; Elementary Secondary Education; Guidelines; *Information Literacy; *Language Arts; Library Instruction; *Mathematics Education; *Science Education; *Social Studies; State Curriculum Guides; *State Standards; Statewide Planning
IDENTIFIERS- *North Dakota

Curriculum frameworks for North Dakota elementary-secondary education are presented in this document. These frameworks are voluntary and serve to promote interdisciplinary learning, active learning, and student diversity. They are part of a larger systemic approach to improve instruction in the state's schools and to identify content outcomes and student-performance standards. Each section contains: a list of North Dakota educators involved in the framework development; a mission statement for that particular subject area; the graduation outcomes for the state; a list of content outcomes; content outcomes and performance standards for each outcome at grades 4, 8, and graduation; a glossary of terms; and a bibliography. Curriculum frameworks are provided for the following areas: language arts; library media (access to information, information literacy, promotion of lifelong learning); mathematics; science; and social studies. (LMI)

ED 370 176 EA 025 781

North Dakota Curriculum Frameworks, Volume II: Arts Education, Business Education, Foreign Language, Health, Physical Education.

Recommendations are made regarding planning and curriculum development, leadership, and program expectations. Four tables are included. Appendices contain a classroom environment profile and descriptions, and characteristics of successful program implementation. (LMI)

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ED 370 196 EA 025 828

Dellar, Graham B.
Implementing School Decision-Making Groups: A Case Study in Restructuring.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Educational Environment; Foreign Countries; *Organizational Change; Organizational Climate; *Program Implementation; *School Based Management; *School Restructuring; Secondary Education
IDENTIFIERS- *Australia

In 1987, Western Australia implemented a school-based management program called "Better Schools," which attempted to create "self-determining schools." Central to the restructuring effort was the establishment of school-based decision-making groups (SBDMGs), which permitted school staff and community representatives to exercise more autonomy over decisions concerning educational policy and school development. This paper describes the response of a secondary Australian school to the mandated establishment of SBDMGs and school development planning, with a focus on the implementation process. Data were derived from document analysis, observations, surveys, and interviews with Ministry of Education officials, superintendents, principals, deputy principals, and key representatives from the Parents and Citizens Association and the Teachers' Union. Findings indicate that schools are open social systems composed of a complex pattern of relationships, and that the change process must be viewed as dependent on context. Problems encountered during implementation of the "Better Schools" program included uncertainty about the policy's organizational fit, conflicting information sources used by principals and parents, a lack of collaboration among stakeholding groups, and staff resistance. The appendix contains a detailed case study of Jardine Junior High School. Contains 26 references. (LMI)

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ED 370 197 EA 025 829

Brosio, Richard
Postmodernism as the Cultural Skin of Late Capitalism: Mapping and the Educational Challenge.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capitalism; *Critical Theory; *Democratic Values; Educational Change; *Educational History; Elementary Secondary

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; Change Agents; *Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; Leadership Qualities; *Leadership Styles; Models; *Organizational Theories; Principals; School Effectiveness; *School Restructuring; Strategic Planning
IDENTIFIERS- *Facilitative Leadership

Schools must change to meet the demands of an increasingly diverse population of children, many of whom are at risk of leaving school unprepared for a productive adult life. Research-based evidence indicates that the process of change has been a neglected area in policy implementation. The key factor is "facilitative leadership," provided by individuals who assume responsibility to guide and support the work of instituting policies and practices to meet the needs of all children, most particularly those at risk. Leaders' strategies, operationalized by their actions and behaviors, remain consistent, as revealed by the research conducted at widely varying school sites. This review and synthesis of the literature begins with a brief history of approaches to change and the emergence of the need for change facilitation. The second section explores the actions of successful school leaders in the past decade and indicates how these leaders attended to and contributed significantly to successful change. A third section examines how leaders are currently addressing systemic change or restructuring, as it is called in schools. (Contains 157 references and 5 figures.) (MLF)

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ED 370 218 EA 025 853

Coordinating Committee on Education-Related Federal Equipment. Interim Report.
PUB DATE- May 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; *Equipment; Federal Programs; *Federal Regulation; Federal State Relationship; Government Publications; *Mathematics Education; Property Accounting; Public Schools; *Recycling; *Science Education; Science Equipment
IDENTIFIERS- *Federal Equipment; National Education Goals 1990

Executive Order 12821 encourages Federal departments and agencies to assist elementary and secondary educational institutions with mathematics and science education programs to meet the National Education Goals. The Executive Order established a committee responsible for assessing the availability of education-related Federal equipment and mechanisms for notifying and transferring equipment to elementary and secondary schools. The committee's goals, and the purpose of this report, are to develop guidelines that will help implement the Executive Order by Federal Agencies. The recommended criteria for distributing surplus and excess materials are that preference will be given to those schools that serve the poorest students, and to those schools that lack access to adequate outside resources. The committee identified three methods by which Federal agencies can transfer mathematical and scientific equipment to schools: direct transfer, donation program, and expedited education-related transfers.

(141)
DESCRIPTORS- Crime Prevention; Elementary Secondary Education; Federal Government; Police School Relationship; *Program Effectiveness; *School Safety; *School Security; *State Action; State Government; State Programs; *Violence
IDENTIFIERS- *Texas

Although overall crime rates in Texas are decreasing, violent crime rates among juveniles in the state are on the rise. This document describes the scope of the school violence problem in Texas based on available data. It describes current national and Texas policy initiatives and programs related to school safety and violence prevention. Information on trends in national and state crime rates is provided for the following areas: violent crimes; school violence; sexual harassment; and educators' perceptions of the problem. This report also presents data on weapons arrests in Texas, summarizes Texas House and Senate bills that facilitate collaboration and information sharing, describes school districts' responses to school violence and campus security measures, and provides information on the Drug-Free Schools and Communities Act (DFSCA). Major themes that have emerged as a result of state-level efforts include the following: (1) the importance of forming partnerships and sharing information among schools, law enforcement, and juvenile probation agencies; (2) the need for accurate record keeping and reporting of misconduct at school; (3) the importance of establishing alternative education programs for those students who cannot be successful in the regular school environment; (4) the importance of establishing a system for recognizing schools with effective safety and violence prevention programs; and (5) the need for staff development. Six charts are included. Contains 53 references. (LMI)

ED 370 239 EA 025 880

Braunger, Jane; Hart-Landsberg, Sylvia
Crossing Boundaries: Explorations in Integrative Curriculum.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 58p.; A product of the Science and Mathematics Education Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; Instructional Design; *Integrated Curriculum; Public Schools
IDENTIFIERS- *Oregon; *Washington

Curriculum in the United States is largely a fragmented set of subjects and teachers to present them. Many Pacific Northwestern educators are looking for innovative ways to organize curriculum that over comes the traditional structure. As knowledge of the learning process increases, integrative curriculum is being employed more frequently. Several schools in Washington and Oregon have explored using integrative curriculum. Integrating subjects was one approach used to organize curriculum. Gladstone High School in suburban Portland, Oregon, integrated English and science instruction to create a "philosophy of care" for students to help them better understand both subjects. Hudson's Bay High School in Vancouver, Washington, created a school-within-a-school blending math, science, and English projects. Integrating

Education Programs (IEPs) in early intervention and early childhood special education (EI/ECSE) programs for infants and young children with special needs and their families. An introduction notes that the guiding principles for the development of the recommended practices involved having families choose their extent of decision making involvement, and giving the IFSP or IEP document secondary importance to the development process. Other principles guiding the development of the recommended practices include: belief in collaboration among families and service providers; desire to eliminate the bureaucracy in the process; expectation of positive, growth-enhancing opportunities for team members; strong preference for quality, inclusive services; and a vision of family choice in the sources and delivery of services. Six components for IFSP and IEP indicators are also discussed: (1) IFSP and IEP teams should be broadly constituted and team members should be prepared for their roles; (2) IFSP and IEP development and selection of the service coordinator should be individualized; (3) documents should be individualized; (4) documents must be dynamic and responsive to changes in the child and family; (5) documents belong to the family; and (6) evaluation and monitoring of IFSP/IEP implementation should be a vehicle for the constant improvement of services. Forty-one recommended practices are then listed, focusing on the IFSP/IEP process and state and local monitoring. (JDD)

ED 370 258 EC 301 938

McWilliam, R. A.; Strain, Phillip S.
Service Delivery Models: DEC Recommended Practices.
PUB DATE- 93
NOTE- 12p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Home Programs; Hospitals; Models; Program Development; Special Education; Special Needs Students
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning service delivery models in early intervention and early childhood special education (EI/ECSE) programs for infants and young children with special needs and their families. An introductory section discusses five principles that guided the selection of the recommended practice indicators: least restrictive environment, family-centered services, transdisciplinary service delivery, inclusion of both empirical and value-driven practices, and inclusion of both developmentally and individually appropriate practices. Thirty-nine recommended practices are then listed, within the following categories: indicators across all models of service delivery, home-based models, center-based models, clinic-based models, and hospital-based models. (JDD)

ED 370 259 EC 301 939

Wolery, Mark; Sainato, Diane
General Curriculum and Intervention Strategies: DEC Recommended

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; *Conceptual Tempo; Elementary Secondary Education; *Evaluation Methods; *Hyperactivity; *Intervention; Models; Student Evaluation

This paper presents an intervention model for working with children having attention deficit hyperactivity disorder (ADHD). The model provides a methodological approach to treating ADHD through assessing the distractibility level of the child and using interventions in a systematic manner to enhance task completion. Preliminary information lists criteria for an ADHD diagnosis. The model is then explained. It consists of four levels: (1) instructional interventions, (2) behavioral interventions, (3) psychotherapeutic interventions, and (4) medical interventions. A distractibility scale allows the level of task completion of the student to be plotted and the need for the four possible types of intervention to be assessed. The five developmental distractibility levels range from being able to complete the task independently, to requiring various degrees of monitoring and supervision, to nonresponsiveness to treatment. Specific steps for implementing the intervention model are given. (DB)

ED 370 281 EC 303 012

Strelnieks, Maija; Wessel, Joan
Assessment Practices of School Psychologists When Identifying Children for SED Classes.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Convention of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Behavior Rating Scales; Clinical Diagnosis; Decision Making; *Disability Identification; Elementary Education; *Emotional Disturbances; Evaluation Methods; Projective Measures; *Psychometrics; *School Psychologists; *Student Evaluation; Student Placement; Test Validity

This study investigated the procedures used by psychologists in a large midwestern urban area for the initial diagnosis and placement of elementary children with severe emotional disturbance (SED) in educational programs in light of the widespread criticism of the use of projective tests due to the questionable reliability of the tests and dependency on psychologists' clinical judgment. A total of 94 school psychologists completed a survey regarding instrumentation of choice in the assessment of children with emotional/behavioral disorders. The files of 122 children, aged 6 through 12, who were initially placed in SED classes during 1991-92 were reviewed to ascertain the procedures listed for assessment of social-emotional functioning. While results of the survey showed a growing interest in use of behavioral rating scales, the actual files indicated a continued dependence on projective procedures. (Contains 11 references.) (DB)

ED 370 282 EC 303 013

and opportunities that promote independence, productivity, and integration and inclusion into the community. The amendments deal with expanding or modifying certain provisions relating to the Act's five titles, covering programs for individuals with developmental disabilities, Federal assistance for priority area activities for individuals with developmental disabilities, protection and advocacy of individual rights, university affiliated programs, and projects of national significance. A joint explanatory statement of the committee of conference is included to explain the effect of the agreed-upon text of the Act. (JDD)

ED 370 301 EC 303 033

Rutherford, Robert B., Jr., Ed.; Mathur, Sarup R., Ed.
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders, Volume 16.
PUB DATE- 93
NOTE- 128p.; Selected Papers Presented at the Annual Conference of Teacher Educators for Children with Behavioral Disorders (16th, Tempe, AZ, November 1992). For volume 15, see ED 354 687.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; *Delivery Systems; *Disability Identification; Elementary Secondary Education; *Emotional Disturbances; Interpersonal Competence; *Intervention; Mainstreaming; Music; Rural Education; Self Management; Stress Variables; Student Evaluation; Teacher Education
IDENTIFIERS- Project Head Start

This volume presents 13 papers focusing on definition and assessment, interventions, comprehensive systems for services, and teacher training issues related to students with emotional and behavioral disorders. Papers include: "The State of the Art in Behavioral Disorders: Changing Problems, Populations, and Paradigms--Keynote Paper" (Eleanor C. Guetzloe); "Screening Children in Head Start for Emotional or Behavioral Disorders" (Steven R. Forness and David Finn); "The Social Maladjustment Issue Revisited: How Confident Are School Psychologists and Special Education Teachers in the Decision-Making Process?" (Stephanie Stein and Kenneth W. Merrell); "The Effects of Music on the Classroom Behavior of Behaviorally Disordered Youth" (Thomas McIntyre and others); "Promoting Social Skills Training in General Education Classrooms: Issues and Tactics for Collaborative Consultation" (John W. Maag); "Implementing Self-Monitoring Interventions in the Classroom: Lessons from Research" (Robert Reid); "Guidelines for the Successful Reintegration of Students with Emotional and Behavioral Disorders" (Kevin J. Callahan and others); "Postsecondary Employment Outcomes: Suggestions for Developing a Follow-Along Study" (Karen L. Barnes); "Re-ED and Hobbs' Twelve Principles: Twenty-Five Years Later" (Robert A. Gable and others); "Interagency Community-Based Services for Children and Youth with Emotional and Behavioral Disabilities--Keynote Paper" (Cheryll A. Pearson and C. Michael Nelson); "Designing a Comprehensive System of Services for Indiana: Project CONNECT, Phase 1" (Lewis Polsgrove and others); "Stress among General and Special Education Teachers of Students with Emotional or Behavioral Disorders: Possible Implications for Full Inclusion" (Dwight P. Sweeney and Arthur J. Townley); and "Collaboration: Self-Perceived Knowledge, Skills, and Activities of Rural Special Educators of Students with Behavioral Disorders" (Regina M. Foley and others). (References accompany each

It discusses special problems associated with ADD, including academic problems, behavior difficulties, interpersonal difficulties, and self-esteem difficulties. Strategies effective in managing ADD are outlined, including medical management, behavioral strategies, cognitive-behavioral therapy, modifications in assignments and tests, and instruction in learning strategies. The pamphlet concludes that with appropriate management and treatment during the formative years, the individual with ADD can live a normal and productive life, and that it behooves educators to realize the important facilitative roles they serve in the overall treatment plan of children and adolescents with ADD. The pamphlet concludes with a list of 14 resources for educators, 8 resources for students, 9 resources for parents, and 8 parent support groups and organizations. (Contains 23 references.) (JDD)

ED 370 320 EC 303 052

Kranz, Bella
Identifying Talents among Multicultural Children. Fastback 364.
PUB DATE- 94
NOTE- 33p.; This fastback is sponsored by the McIntosh Trail Georgia Chapter of Phi Delta Kappa.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; Cultural Pluralism; Elementary Secondary Education; Evaluation Methods; *Intelligence; Minority Groups; *Models; Student Evaluation; *Talent Development; *Talent Identification; Teaching Models
IDENTIFIERS- *Kranz Talent Identification Instrument; *Multiple Intelligences; Triarchic Theory of Intelligence (Sternberg)

This pamphlet examines the limitations of traditional identification strategies as they are applied to children from minority and nontraditional cultural backgrounds, and then suggests more effective alternatives. Conventional group tests are criticized for not providing a sufficient basis for addressing students' needs with regard to enrichment. Tests that measure qualities of divergent thinking and creativity are viewed as important in expanding the concept of intelligence. Three models for identifying and cultivating talent are described: (1) the Kranz Talent Identification Instrument, which creates a talent profile based on children's abilities in visual arts, creativity, academic talent, psychomotor talent, underachievement talent, performing arts, one-sided talent, leadership and organization, spatial and abstract thinking, and hidden talent; (2) Howard Gardner's theory of multiple intelligences, which posits seven types of human intelligence, including linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal; and (3) Robert J. Sternberg's Triarchic Theory Model, which contends that human intelligence depends on a thoughtful relationship between a person's internal and external worlds and which assesses and teaches insight skills involving selective encoding, selective combination, and selective comparison. (Contains 20 references.) (JDD)

ED 370 321 EC 303 053

Brodin, Jane; Magnusson, Magnus
Videotelephony and Disability: A Bibliography. Technology, Communication and Disability, Report No. 5.
PUB DATE- 93

Education; Ethnic Groups; Family (Sociological Unit); Federal Legislation; *Gifted; Hearing Impairments; Interdisciplinary Approach; *Intervention; Mainstreaming; Mental Retardation; Minority Groups; Multicultural Education; Physical Disabilities; Postsecondary Education; Preschool Education; Regular and Special Education Relationship; Special Health Problems; Special Needs Students; Teaching Methods; Visual Impairments

IDENTIFIERS- Americans with Disabilities Act 1990; *Diversity (Student); Inclusive Schools

This introductory text presents 14 chapters on various aspects of educating individuals with exceptionalities, with emphasis on human diversity in needs, characteristics, and life styles. Most chapters include, in addition to the relevant basic information, personal statements focusing on individuals with differences, current events relating to various exceptionalities, relevant technological applications, suggestions for interacting in natural settings, and ideas for reflection and debate. Individual chapters address the following topics: (1) a multidisciplinary view of exceptionality; (2) multicultural and diversity issues; (3) education through the life span; (4) mental retardation; (5) behavior disorders; (6) learning disabilities; (7) cross categorical perspectives; (8) communication disorders; (9) autism; (10) hearing impairments; (11) visual impairments; (12) physical and health disorders; (13) children and youth who are gifted, creative, and talented; and (14) the impact of exceptionality on the family. An appendix includes the 1992 definition of mental retardation by the American Association on Mental Retardation. A second appendix presents the text of the Americans with Disabilities Act of 1990. A glossary and subject/author indexes are also provided. A separate addition on inclusion addresses issues of educating students with disabilities in regular education settings. Contains over 1,000 references. (DB)

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ED 370 343 EC 303 078

Vanderheiden, Gregg C.

A Standard Approach for Full Visual Annotation of Auditorially Presented Information for Users, Including Those Who Are Deaf: ShowSounds.

SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Information Technology Association of America, Arlington, VA.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 93

NOTE- 8p.; IBM Corporation also provided support.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accessibility (for Disabled); Auditory Stimuli; Computer Networks; *Computer System Design; *Deafness; Design Requirements; *Hearing Impairments; Information Systems; *Input Output Devices; *Visual Aids

IDENTIFIERS- *ShowSounds

This paper describes a standard cross-platform strategy for providing deaf individuals with access to sounds generated by electronic information systems. The strategy is based on a "ShowSounds" switch built into the basic system architecture. Turning the switch "on" would signal that all information presented auditorially is also to be presented visually. This would apply to both information presented by the operating

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Educational Legislation; Educational Trends; Employment Level; Employment Patterns; Enrollment; Federal Legislation; Females; *Job Training; Labor Force; Outcomes of Education; *Participant Characteristics; Participation; Partnerships in Education; *Program Effectiveness; Salary Wage Differentials; *State Programs; Tables (Data); *Womens Education
IDENTIFIERS- *Job Training Partnership Act 1982 Title IIA; *Missouri

Management information system (MIS) data about women's participation in Missouri's job training system funded under Title II-A of the Job Training Partnership Act (JTPA) in program year 1992 were analyzed. Analysis of data from Missouri's 15 service delivery areas (SDAs) established the following: 75% of the state's 4,598 female JTPA participants were white and 23% were black; 60% were single parents; 40% were receiving Aid to Families with Dependent Children (AFDC), 75% had at least a high school diploma, 25% were high school dropouts; 71% were new participants; 72% were terminated from training programs, 44% entered unsubsidized employment; 51% participated in classroom occupational training; 17% participated in on-the-job training; and 13% participated in job search. The analysis also established that more females than males participated in job training programs and that male graduates averaged $0.23 more per hour than females. (This report contains MIS data and 38 tables/figures detailing the participation of women in Missouri's job training system in each of the state's 15 SDAs and throughout the state as a whole. Also included are recommendations, a discussion of the Missouri Council of Women's Economic Development and Training's activities in FY92, and information on women in the U.S. work force.) (MN)

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ED 369 885 CE 066 187

Women's Education and Empowerment. Report of the International Seminar (Hamburg, Germany, January 27-February 2, 1993).
PUB DATE- 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Community Education; Educational Benefits; Educational Needs; *Educational Practices; Education Work Relationship; Foreign Countries; *Health Education; International Programs; *Literacy Education; *Outcomes of Education; Program Development; Seminars; *Social Development; *Womens Education
IDENTIFIERS- Asia; Caribbean; Colombia; *Empowerment; Palestinian Arabs; Syria

These proceedings contain the following papers: "The International Seminar on Women's Empowerment" (Anonuevo, Bochynek); "The Theoretical and Practical Bases for Empowerment" (Stromquist); "Some Reflections on the Empowerment of Women" (Lazo); "Women's Literacy and Empowerment: The Nellore Experience" (Dighe); "The Organization of American States Multinational Project on Education and Work: An Experience of Popular Education for Women's Empowerment in Colombia" (Zuniga E.); "Educate to Empower: An Asian Experience" (Aksornkool); "Thinking about Women and Literacy: Support and Challenge" (Horsman); "Background Paper on the Women, Education, Development Research Group at the University of Dar es Salaam" (Brock-Utne); "Women's Education and as more married women contribute to family income and more mothers head families alone. In view of this fact, a study compared the characteristics of Black, White, and Hispanic working mothers and the factors affecting working mothers' wages. Black working mothers were much less likely to be married to a full-time working spouse, Hispanic working mothers were the least likely to have a high school diploma, Black working mothers were least likely to work in traditionally female occupations, and White working mothers had the highest average hourly wage ($7.81 per hour in 1988 dollars versus $6.69 for Black and $6.42 for Hispanic working mothers). The study also established that family-related characteristics are not significant predictors of the wages of working mothers; human capital, job, and regional characteristics are significant predictors of hourly wage. The following policy strategies are found to be most effective in increasing working mothers' earnings: those that increase women's (1) returns to work experience, (2) education, (3) ability to stay in the work force and (4) those that decrease regional wage disparities. (MN)

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ED 369 902 CE 066 269

Davies, David; Richardson, Michael
Innovation at the Margins.
PUB DATE- Dec 93
NOTE- 38p.; Paper presented at the Society for Research into Higher Education Conference (Brighton, England, United Kingdom, December 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Comparative Analysis; *Continuing Education; Delivery Systems; Economic Change; *Educational Change; Educational Needs; Educational Objectives; Educational Policy; Educational Practices; Educational Trends; Education Work Relationship; Foreign Countries; Futures (of Society); Higher Education; *Innovation; *Institutional Characteristics; *Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

Great Britain's systems of continuing education (CE) and further education (FE) were compared within the context of change and decline in Great Britain's infrastructure and within the framework of an "index of innovation." Various options are listed for giving nontraditional adult students greater autonomy with respect to the following aspects of the education process: adult-centered provision, curriculum content, assessment methods, learning, resources, and openness of access. The major conclusions of the analysis were as follows: (1) despite their underlying diversity, CE and FE have begun converging toward the same values/goals, and the boundaries between them have begun to blur; (2) although the components of this convergence are in a state of flux and may not be moving at the same pace, the new vocationalism that has been fostered by economic changes in Great Britain is causing a blurring of the boundaries between CE and FE as providers respond creatively to shared contexts and conditions; and (3) the shared contexts and conditions may eventually bring about generative and productive "unlikely alliances" or even a universal system of higher education. (Appended are summary data on provision of FE and CE. Contains thirty-five references.) (MN)

IDENTIFIERS- *Swaziland

A study explored the attitude of the first-year university and teacher training college students toward the secondary agriculture program in Swaziland. A questionnaire generated data from 235 first-year college students at the University of Swaziland and 3 teacher training colleges. Findings indicated respondents had a positive attitude toward the secondary agriculture teachers, objectives, and teaching materials and only a slightly positive attitude toward the students. Students at the different institutions held different attitudes toward the teachers, about how people viewed students in agriculture, and about how the media portrayed agriculture and individuals in agriculture-related fields. Students' personal characteristics varied positively but explained little about their attitude toward the secondary agriculture components. Students rated most reasons listed in choosing their program very important. Characteristics that explained attitude toward students were grade level at which students decided to attend college (GL/DAC) and fathers' occupation; those that explained attitude toward objectives were mothers' occupation and GL/DAC; those that explained attitude toward teaching methods were recruitment by someone in present college and mothers' occupation; and those that explained attitude toward teaching materials were mothers' education and hobbies. Recommendations were made regarding teaching methods, improving student attitudes, and further research. (Contains 36 references.) (YLB)

ED 369 921 CE 066 334

Mwangi, John G.; McCaslin, N. L.
Factors Related to the Motivation of Extension Agents in Kenya's Rift Valley Province. Summary of Research 76.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Extension Agents; Extension Education; Foreign Countries; *Job Satisfaction; *Motivation; Quality of Working Life
IDENTIFIERS- *Kenya

Job satisfaction factors related to motivation of a random sample of 325 agents in Kenya's extension service in the Rift Valley Province were identified. Data were collected using a group-administered, closed-ended, forced-choice questionnaire with 105 job satisfaction, 10 motivational, and 10 personal characteristics items between January and March 1993. Agents were also interviewed as a group in each district. Findings indicated personal characteristics were not as important for agents' motivation as were the job satisfaction factors. Eight job satisfaction factors were important for agents' job satisfaction. In decreasing order of importance, they were as follows: evaluation, dependable supervisors, work incentives, pay, praise and work location, housing and transportation, job security, and administration and supervision. Five of the eight job satisfaction factors were important for agents' motivation. In decreasing order of importance, they were as follows: dependable supervisors, pay, job security, evaluation, and administration and supervision. One cause of agents' frustration and low job motivation was their perception that merit was being ignored in selecting candidates for inservice staff training. Job satisfaction and motivation were related but different. Recommendations for extension managers and suggestions for future research were made. (Contains 38

Home-Grown Lessons: Innovative Programs Linking Work and High School. School-to-Work Transition Project.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Jan 94
NOTE- 284p.; Additional support provided by Aetna Foundation, Metropolitan Life Foundation, Bristol-Myers Squibb Foundation, Ford Foundation, Ambrose Monell Foundation, Alcoa Foundation, and Exxon Corporation. For related documents, see ED 356 322 and CE 066 378.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Programs; *Corporate Support; Demonstration Programs; *Educational Innovation; Educational Research; *Education Work Relationship; Employer Attitudes; High Schools; Job Training; Partnerships in Education; Program Design; Program Implementation; *School Business Relationship; Student Experience; *Work Experience Programs

A study identified 16 programs that represented the range of innovative school-to-work approaches found in the United States and drew on their experiences to learn about the challenges they had confronted. Data were collected during two visits to each program in 1992 and 1993. Findings underscored the diversity of the school-to-work movement and showed how these programs were able to build the local support they needed. Strong evidence showed that a broad range of students, including a substantial number of disadvantaged and low-achieving students, were able to participate. Marketing and student selection methods to attract a diverse enrollment were identified. Findings suggested that programs that started in grades 9 or 10 had a greater capacity to meet the needs of diverse students than those that started in grades 11 or 12. Three major strategies used to improve students' education were identified: changing the nature and content of instruction in high school; providing extra, personalized support for students; and creating contextual learning experiences for students in workplaces. Local firms' contributions ranged from providing the programs' essential work-based learning activities to supplying the knowledge, coordination, and resources they needed to survive. These implementation challenges were identified: midcourse corrections, relationships with the local school system and host school, and employers' relationships with students. (Appendixes include descriptions of the programs. Contains 43 references.) (YLB)

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ED 369 940 CE 066 378

Goldberger, Susan; And Others
Learning through Work: Designing and Implementing Quality Worksite Learning for High School Students. School-to-Work Transition Project.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Jan 94
NOTE- 145p.; Additional support provided by Aetna Foundation, Metropolitan Life Foundation, Bristol-Myers Squibb Foundation, Ford Foundation, Ambrose Monell Foundation, Alcoa Foundation, and Exxon Corporation. For related documents, see ED 356 322 and CE 066 377.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

modules that explain how to use the courseware and teach the most common basic skills. Each module is divided into simulated real-life tasks the student must complete. A learner data disk is available. An instructor's manual familiarizes teachers with the courseware and provides scenario descriptions. Topics are information sharing, simple and complex customer contact, and sales. A vocabulary master (guide) accompanies a vocabulary development disk and familiarizes the teacher with this courseware. (YLB)

ED 369 958 CE 066 429

Boor, Mary Ann
Math for Horticulture. Student Manual.
PUB DATE- 94
NOTE- 303p.; Answer key is separately bound.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Learning Activities; *Mathematical Applications; *Mathematics Instruction; Mathematics Skills; *Ornamental Horticulture; Ornamental Horticulture Occupations; Postsecondary Education; Problem Solving; Secondary Education; *Teaching Methods; Test Items

This revised version of "Mathematics for Horticulture" was developed to meet the needs of educators faced with teaching a mathematics curriculum based on real-life applications. The manual includes a wide range of topics, some remedial in nature, but all very basic to success in the industry. The manual contains seven chapters that cover the following topics: (1) measurement; (2) geometry for the landscape; (3) sales; (4) construction; (5) grass seed mixtures, sod, fertilizers, and chemicals; (6) using drawing scales and writing estimates for landscape plans; and (7) producing a crop for market. Each chapter includes information sheets, examples, and a variety of practice sets that can be used for student review or testing. Sample blank forms are included for writing sales receipts and for writing estimates for landscape projects. A separately bound answer key is included with the student manual. (KC)

ED 369 959 CE 066 431

Hayward, Gerald C.; Benson, Charles S.
Vocational-Technical Education: Major Reforms and Debates 1917-Present.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational History; *Educational Legislation; Educational Needs; *Educational Trends; *Federal Legislation; Futures (of Society); Postsecondary Education; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Smith Hughes Act

This report traces the historical evolution of vocational education in the United States and the impact of federal legislation in guiding that evolution. It states that since the earliest days of the country, vocational-technical education has been a largely decentralized, state- and locally-governed enterprise. However, federal initiatives affecting vocational-checklist; and sample workplace educational competency statements. Concluding the supplement are examples of completed WESA process attendant reports. (MN)

ED 369 978 CE 066 455

Venezky, Richard L.; And Others
Measuring Gain in Adult Literacy Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 52p.; A joint project of the New York State Education Department, the University of Delaware, and the Adult and Continuing Education Program of the White Plains, NY Public Schools.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Rating; Adult Basic Education; *Adult Literacy; *Adult Programs; Computer Simulation; Educational Research; *Literacy Education; Reading Achievement; *Student Evaluation

Problems in the measurement of gain in adult literacy programs were investigated through repeated testing of a group of students in adult basic education and General Educational Development classes and through computer simulations. Ninety-two students were tested at 3 different times over 7 months with a battery of norm-referenced reading and mathematics tests as well as with tests of reading rate and decoding developed especially for this study. Gain scores were found to vary across tests, with significant declines as well as gains. No significant differences in gains were found for amount of instructional time or for attendance rate, and a large amount of group heterogeneity was revealed through an analysis of growth patterns. Computer simulations for grade-equivalent stability showed that with populations smaller than 200, inconsistencies in grade-level intervals could account for a major portion of the yearly gain typically reported for adult literacy instruction. In contrast, simulations of regression to the mean caused by guessing on multiple-choice tests showed that this effect was relatively small. These results strongly supported the need to construct a multiple indicator system for evaluating adult literacy programs, a system that attends to the multiple goals of such programs and is free of elementary and secondary level conventions such as grade-equivalent scores. (Appended are 12 tables and 3 figures.) Contains 29 references.

ED 369 979 CE 066 457

Boyd, Donna J., Ed.
A Call to Consciousness: Continuing Education for a Global Perspective. Proceedings of the Annual Meeting (55th, Jackson, Mississippi, October 17-19, 1993).
PUB DATE- Oct 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Community Development; Conference Proceedings; *Continuing Education; Coordination; Economic Development; Educational Cooperation; Educational Planning; *Educational Research; *Global Approach; Higher Education;

education alliances focus on four areas of advice to teachers: staff development, curriculum development, instruction, and assessment. A flowchart showing industry support is included. General suggestions for business responses in the four areas of advice are listed. In the second part a checklist is described as a preliminary guide for industry-education alliances in history. It has two purposes: to identify advice needed by educators and to confirm that appropriate counsel is, in fact, available from cooperating industries. Sections A and B collect general information and they are followed by a checklist of possible topics for discussion for which industry advice may be available. (YLB)

ED 369 996 CE 066 590

Patterns and Predictors of Client Attendance. National Evaluation of Adult Education Programs. Third Interim Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- Apr 94
NOTE- 99p.; For the First Interim Report, see ED 354 371; for the Second Interim Report, see ED 364 125.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Adult Education; *Adult Programs; Attendance; *Attendance Patterns; English (Second Language); *Enrollment; Enrollment Trends; *Federal Aid; Federal Legislation; Federal Programs; Program Effectiveness; Program Evaluation; School Holding Power; Secondary Education; Student Attrition
IDENTIFIERS- Adult Education Act

An evaluation described the patterns of attendance and the factors associated with the persistence of adult education clients during the first 12 months following their enrollment in federally supported adult education programs. Data were gathered from a sample of 16,754 persons who entered a program during the 1-year period beginning April 22, 1991. Findings indicated the following: about one-third of all new clients enrolled in September or October; 85 percent of enrollees actually began instruction; of those who began instruction, clients studying English as a second language received a median of 77 hours of instruction over 16 weeks, adult basic education clients--31 hours over 10 weeks, and adult secondary education clients--26 hours over 8 weeks; and 11 percent of all new enrollees continued into a second year of instruction. Newly enrolled clients were more likely to begin instruction if they were enrolled in smaller programs or programs that did not emphasize outreach and recruitment activities, had low costs per client seat hour, or had substantial integration of social services. Clients who attended for 12 hours or more and those who attended for fewer hours were largely indistinguishable. The strongest predictors of persistence were support services that clients actually use, receipt of instruction during the day, and the type of learning environment. (Appendixes include study objectives, data collection forms, bias control issues, logistic regression summary tables, and index.) (YLB)

ED 369 997 CE 066 595

Cappelli, Peter
British Lessons for School-to-Work Transition Policy in the U.S. EQW Working Papers 19.
SPONS. AGENCY- Office of Educational Research and Improvement

Other conditions may accompany a panic disorder and health care personnel should be careful to identify these. The reader will find strategies and tips on how to cope with a panic attack, as well as information on where individuals may seek further help. (RJM)

ED 370 016 CG 025 334

Maglio, Christopher J.; Robinson, Sharon E.
The Effects of Death Education on Death Anxiety: A Meta-Analysis.
PUB DATE- 22 Aug 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Anxiety; Cognitive Processes; Comparative Analysis; *Death; Educational Strategies; Emotional Experience; Fear; *Meta Analysis; Verbal Communication
IDENTIFIERS- *Dying

Providing educational guidelines for the reduction of death anxiety has resulted in a dramatic increase in the literature concerning death education (DE). However, research evaluating DE programs has yielded ambiguous results. In this study, researchers performed a meta-analysis of various DE interventions to assess the effectiveness of DE programs in reducing death anxiety. Three questions were examined: (1) Is DE effective in reducing death anxiety?; (2) What portion of the variance in death anxiety can be accounted for by the DE treatment?; and (3) How many treatment effects are practically significant? An effect size for each individual study was calculated along with an overall treatment effect size for DE. Investigators calculated a total of 62 effect sizes which represented 5,327 treated individuals. Results indicated that DE led to more death anxiety. Of the two types of interventions tested, didactic interventions led to significantly higher death anxiety than did experiential interventions. For questions two and three, DE interventions accounted for practically significant portions of the variance in less than half of the cases which suggests that statistical significance does not necessarily establish practical significance. (RJM)

ED 370 017 CG 025 347

Baumgartner, David
The Career Services Center Assessment Manual.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Choice; Career Counseling; Career Development; Career Education; Career Exploration; *Career Guidance; *College Outcomes Assessment; *College Students; *Counseling Services; Education Work Relationship; Employment Patterns; Higher Education; Questionnaires; School Guidance; *Student Personnel Services; Surveys
IDENTIFIERS- *Kent State University OH

This manual is a collection of assessment measures which provide Kent State University (KSU) staff with information about

Winnipeg, Canada, responded to a survey by mail. Questionnaires were randomly assigned one of eight vignettes that systematically varied the characteristics of place of residence (community mental health facility or normal residence), level of disability (mild or severe), and sex of neighbors. Respondents were asked about their personal beliefs, normative beliefs, attitude, subjective norm, and behavioral intentions regarding living in proximity to the neighbor described in the vignette. For neighboring characteristics, the level of disability significantly influenced residents' neighborly interaction with mentally disabled individuals. The correlation between the type of residence and positive neighboring, provides support to those advocating the replacement of formal residential programs for mentally disabled individuals with supported, regular housing. Results show that living in a designated community health facility impedes the disabled individual's full acceptance as a neighbor. This research model identified factors that facilitate neighborly contact with mentally disabled individuals from the perspective of community residents. (Contains 43 references.) (RJM)

ED 370 037 CG 025 414

Ledezma, Melissa L.
Dying and Death: Helping Children Cope.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Children; *Coping; *Death; Elementary Secondary Education; Grief; Life Events; Mental Health
IDENTIFIERS- *Dying

This paper suggests strategies for helping children understand death. The early experiences of childhood build the foundation on which the child establishes a healthy orientation towards life and living. Grieving parents are often so upset by their own loss that they do not carefully explain death to their children. Parents may feel that the child is too young or that they are protecting the child from grief, but the child ends up confused and unsure about death and dying. Although children frequently see people and animals dying in the movies and television, death is not an easy thing for a child to understand. Parents or guardians should be honest and open about death and receptive to a child's questions. Children should know that it is okay to cry and parents must realize that children of different ages interpret death in various ways. The death of a sibling is presented here as especially difficult for children to understand. They may resent their parents for not preventing the death or they may feel guilt themselves and that they somehow contributed to their brother's or sister's dying. A parent's death may also instill great anxiety about who will take care of the child. Death is often associated with the elderly. Unexpected deaths particularly leave children confused and angry. Therefore, open discussions rather than attempts to hide reality are necessary to help children cope with death. (RJM)

ED 370 038 CG 025 415

Satriano, James; Karp, Mitchell
AIDS and the Chronic Mentally Ill: Legal and Ethical Issues.

Forty second and third grade children identified by their teachers as aggressive were randomly assigned to a child problem solving skills training (PSST) or teacher consultation. PSST consisted of 20 45-minute sessions of three to five children, held twice weekly at school. Teacher consultation involved four 30-minute individual sessions. Posttreatment effects were investigated in a 2 (group) by 2 (time) factorial design. Dependent measures included classroom observations, parent and teacher behavioral ratings, sociometric measures, measures of social-cognitive skills, and self-concept. Both interventions resulted in improvement at posttreatment in peer ratings of social competence, teacher ratings of aggression, classroom on-task behavior, and parent ratings of externalizing problems. Improvement in social-cognitive skills mediated behavior improvement for PSST children only. Children whose mothers reported more accepting attachment histories showed the most behavioral improvement. Follow-up data consisting of teacher and parent behavior ratings were completed 12 months post-intervention and found no group differences. (Author)

ED 370 057 CG 025 455

Caruso, Kathy A.; Chambliss, Catherine A.
Japanese and American College Students' Perceptions of Familial and Peer Relationships
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Cross Cultural Studies; Cultural Differences; *Cultural Traits; Family Environment; *Family Relationship; Higher Education; *Interpersonal Relationship; North American Culture; *Peer Relationship; Social Cognition; Sociocultural Patterns; Student Attitudes; Trust (Psychology); Young Adults
IDENTIFIERS- *Japanese Culture; Relational Ethics Scale

In order to determine the applicability of Contextual Family Therapy concepts such as loyalty, trust, and reciprocity to eastern as well as western cultures, Japanese and American college students completed the Relational Ethics Scale (RES), a measure of these contextual constructs. The subjects were 173 undergraduate students; 80 from an introductory psychology course at an American college, and 93 from the American college's sister university in Japan. There were no significant effects for sex, however there were significant effects found for nationality. The results indicate that American college students experience more vertical (familial) and horizontal (peer) loyalty, trust, and reciprocity than do Japanese college students. These results conflict with those presented in literature in which Japanese employees are determined to be more loyal and trustworthy than American workers. This occurrence could be due to errors in instrument translation, differences in values held by adult employees versus college students, and confusion about the definition of the Japanese family, particularly regarding the difference between maternal and paternal Japanese relationships. (Author/BF)

ED 370 058 CG 025 456

Behar, Lenore; And Others
Fort Bragg Child & Adolescent Mental Health Demonstration Project.
SPONS. AGENCY- Army Health Services Command, Fort Sam Houston,

Grades; Junior High Schools; Medieval History; Metacognition; Middle Schools; Units of Study
IDENTIFIERS- Asian Culture; Middle School Students; *Trade Books

This paper provides educators with information about the development of a literature-based unit for middle-grade students dealing with the Medieval period and Asian cultures, thereby creating interest in the content materials through the use of fiction and nonfiction materials. The paper's purpose is to encourage educators to use a literature-based focus to create a variety of situations within the classroom that can lead to ongoing research about students' metacognitive strategies, interest in reading, and shared information across grades. Materials in the paper include lists and examples of the literature used with the students, guidelines for developing questioning strategies, and the framework used in working with the various reading levels of the students. The paper also contains an appendix on social studies literature "focus units"; another appendix on guidelines for developing questioning strategies; a list of the 25 books used for the various units; and a figure illustrating major book choices with a breakdown according to recommended reading levels. (Author/RS)

ED 370 077 CS 011 699

Cecil, Nancy Lee
Teaching to the Heart: An Affective Approach to Literacy Instruction. Second Edition.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Affective Behavior; *Classroom Environment; Elementary Education; Language Experience Approach; Literacy; Poetry; Reading Aloud to Others; Reading Programs; Student Evaluation; *Teacher Role; *Teacher Student Relationship; *Whole Language Approach
IDENTIFIERS- Affective Response; Emergent Literacy

This book describes a whole language program that has as its ultimate goal the creation of students who read competently, critically, and joyfully, far beyond the classroom door. The book urges teachers to move beyond the skills-based approach and to embrace a philosophy that begins with the heart--rather than the head--of the learner. The book begins with an anecdotal outline, a preface, and an introduction. Chapters in the book are: (1) Setting Up an Affective Reading Program; (2) Creating a Positive Classroom Climate; (3) Providing for Skills Development and Evaluation; (4) Emergent Literacy and Language Experience; (5) Getting Meaning from the Printed Page; (6) Reading and Writing Poetry; (7) Reading through Creative Drama; (8) The Incredible Instructional Cloze; (9) Reading Aloud to Children; (10) The Total Teaching Triangle: Engaging the Parent; (11) Creating Classroom Authors; (12) Reaching Culturally and Linguistically Diverse Learners; and (13) Basic "Truths" in Teaching Children: What Is Negotiable? An Afterword and a list of 175 books, picture story books, wordless books, and poetry suitable for a classroom library are attached. (RS)

ED 370 078 CS 011 700

Albert, Elaine
Phonics for Learning How To Read.

Student Attitudes; *Student Reaction; Writing Instruction
IDENTIFIERS- Native Americans; Student Empowerment; *University of North Dakota

For completely unexpected reasons, a first-year teaching assistant's writing-across-the-curriculum composition course linked with the Indian Studies department at the University of North Dakota turned out to be a profound teaching/learning experience for him and his students. An important dynamic in the class was its unprecedented cultural balance--five of the students were Indian, and seven were white. Indian students are usually culturally alone in the classroom when they attempt to educate themselves outside of the Indian community. Indian students often find themselves alone in the "contact zone" (social spaces where cultures meet, clash, and grapple with each other). The most intimate of these contact zones is the composition classroom. A female student, a Chippewa and Metis, was extremely reticent in class for the first 6 weeks, and only began to speak out and set the class straight on some points of Chippewa/Metis history when the only other Chippewa/Metis student was absent. While the female student continued to be a full participant in the class, it remained a difficult thing for her to do. The dynamics of the class allowed all students, white and Indian, elements of "safehousing within the realm of the contact zone." Towards the end of the semester, the instructor's suggestion of meeting in culturally separate groups drew passionate responses from all quarters--the majority did not want to jeopardize what they had gained in the contact zone. (RS)

ED 370 099 CS 214 296

Zumwalt, Judy
Exploring Peer Tutor Differences and Biases.
PUB DATE- Mar 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Discourse Analysis; Higher Education; *Peer Teaching; *Revision (Written Composition); *Sex Differences; Teaching Styles; *Tutoring; *Writing Evaluation; Writing Research
IDENTIFIERS- Communication Patterns

A study examined sex differences among peer writing tutors concerning the use of discipline-specific terms and the suggestion of revision strategies. Subjects, four male tutors, four female tutors, four male students, and four female students, were tape recorded for 11 minutes during one-on-one same-sex and opposite-sex peer conferences. Recordings were transcribed and analyzed. Results indicated that: (1) male tutors offered more higher-order revision strategies to male students than to female students and more lower-order revision strategies to female students than to male students; (2) female tutors offered more lower-order revision strategies to males and more higher-order revision strategies to female students; (3) female tutors tended to be more balanced between higher and lower revision strategies than male tutors; (4) female tutors offered more revision strategies to students than male tutors; (5) all tutors offered more higher-order revision strategies than lower-order strategies; (6) tutors dominated the conferences, offering more suggestions than eliciting

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Controversial Issues (Course Content); Course Content; Higher Education; *Homosexuality; *Science Fiction; Sexual Identity; Student Attitudes; *Student Reaction; Undergraduate Students
IDENTIFIERS- Pennsylvania State University McKeesport; Sexual Attitudes

An English professor used science fiction to introduce his students to a range of questions about alternative sexualities. While a course proposal for a science fiction class being taught as a "diversity offering" with an emphasis on gender and sexual orientation was working its way through the bureaucracy at Pennsylvania State University, University Park, the professor used some of the same science fiction in his freshman composition course at the McKeesport campus. Reading and writing assignments progressed from topics that offered the students more common ground to topics that demanded more critical reassessment of their received beliefs. Assignments on the texts were designed to help students to hear the narrative voices that treated lesbian, gay, or bisexual characters as ordinary, even respectable, beings. The number of students who refused to stay in the classes was abnormally high. The average course rating was the lowest for any course taught by the professor. Written comments indicated that the focus in alternative sexuality in the assignments drove down course ratings. Many of the students had not reached an intellectual development that enabled them to reprocess their own belief structures or to construct alternative perspectives. Concentrating the entire syllabus on material with gay, lesbian and bisexual import may have worked against the intention to present these sexual minorities as ordinary, acceptable, human beings. Future offerings of the course will not focus exclusively on sexual minorities. One table of data is attached. (RS)

ED 370 118            CS 214 329

Formo, Dawn M.
The Politics of Space in (Feminist) Composition Theory.
PUB DATE- Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Feminism; *Higher Education; Metaphors; Romanticism; Space Utilization; Writing (Composition); *Writing Instruction
IDENTIFIERS- Composition Theory

The Romantic ivory-tower metaphor literally controls physical space in ways which undermine both composition's place on campuses and much of the pedagogy and theory it employs. Compositionists' academic office space tends to be located in the periphery campus buildings or in the basements of more

Education; Literary History; Literary Styles; Racial Relations; Writing Assignments
IDENTIFIERS- *African Americans; Cooper (Anna Julia); Historical Background; Student Empowerment

A representative selection for studying African American autobiography as a literary discipline is "A Voice from the South by a Black Woman of the South" by Anna Julia Cooper, published in 1892. As a literary form, the book is a series of eight essays: four essays about women and their relation to other groups or their place in the overall human community; and four essays that explore the economic, literary, political, and philosophical constructs that race can and does create. As a source of information, the book includes biographical data about the author, describes the historical period in which it was written, and provides information about classes of people. In giving writing assignments, teachers sometimes treat students as though they have no history and no culture. Autobiography, however, can serve as a form of empowerment for the individual and the group, and student writers need to know that it represents a collective experience. Whether used as a source of information or as a literary form, "A Voice from the South" would be appropriate in a variety of courses covering a variety of themes, including education reform, the family, employment, feminism, and the history of the African American woman. (Contains 22 references.) (RS)

ED 370 137 CS 214 351

Townsend, Jane Susan
Wondering Discourse in the Classroom.
PUB DATE- Nov 93
NOTE- 46p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; Classroom Research; Discourse Analysis; *Discussion (Teaching Technique); English Instruction; High Schools; Student Reaction; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Discourse Communities; Intrapersonal Communication

A study examined classroom discourse in three literature class discussions among 15 high school juniors and their teacher as they tried to make sense of "Hamlet" and "Rosencrantz and Guildenstern Are Dead." Participants' moves (what the students and teacher were trying to do with their language during the discussion); participants' perspectives (how selected informants personally understood the topics and dynamics of the discussions); and the nature of the "wondering" discourse (the exploratory talk embedded in the discussions) all provide a rich base for drawing educational implications about ways to support classroom discussion. "Wondering" is first defined as largely an internal dialogue which defies prediction and precise measurement. Results document classroom interaction that contrasts with previous studies of classroom discourse in that both the students and the teacher in this class were initiating topics and asking questions of substance. Further, an examination of the participants' perspectives on the discussions reveals in detail that episodes from the discussions were different events for each participant who was interviewed. Contains 45 references and five tables of data.) (RS) maintains a database of nearly 900 dropout prevention and recovery programs for all grade levels. The Clearinghouse of Promising Education Programs (1-800-248-4119) maintains a database of over 1,400 programs developed to assist students, teachers, and administrators. Also mentioned is an electronic bulletin board for middle-grade educators. Program concepts. Indexes list programs by school district, Education Service Center region, and descriptive subject terms. concepts. (MLH)

ED 370 156 EA 025 007

Osterman, Karen F.; Kottkamp, Robert B.
Reflective Practice for Educators: Improving Schooling through Professional Development.
PUB DATE- Feb 93
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Behavior Change; Change Agents; *Change Strategies; *Educational Change; Elementary Secondary Education; Experiential Learning; Higher Education; *Management Development; *Models; *Professional Development; Supervision; Theory Practice Relationship
IDENTIFIERS- Facilitators; *Reflective Practice

This book, by two university professors in a professional preparation program, is intended as a conceptually based practical guide to reflective practice for educators at all levels. The first of the book's 8 chapters explores the rationale for reflective practice, a professional-development strategy aimed at behavioral change, and explains how reflective practice facilitates both individual and organizational change. Chapter 2 contrasts the beliefs, assumptions, and strategies of reflective practice with traditional approaches and shows how reflective practice works within the tradition of experiential learning. Chapters 3 and 4 offer general guidelines for engaging in reflective practice. Chapter 3 treats the facilitator's role in establishing an outlines various methods of creating or recreating important aspects of professional practice to help identify the personal action theories that shape behavior. The next three chapters describe reflective practice in action, highlighting the professors' work (1) with graduate courses on reflective practice; (2) on a project involving New York City school principals; and (3) with a Long on reflective practice; (2) on a project involving New York City school principals; and (3) with a Long Island experiment studying reflective conversation among superintendents and other administrators. The final chapter examines effects and lasting benefits, identifies key aspects, and discusses reflective practice as an empowering, motivational force for change. Included are a subject index and a bibliography of 102 references. (MLH)

ED 370 157 EA 025 076

Hutchins, C. L.
A chieving Excellence. A Parent's Guide to Site-Based Decision Making. Noteworthy = A lcanzar la Excelencia. Un manual para padres sobre como hacer decisiones. Notable.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 93
NOTE- 115p.; For Volume I, see EA 025 780.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Business Education; Educational Assessment; Educational Objectives; Elementary Secondary Education; Guidelines; *Health Education; *Physical Education; *Second Language Instruction; State Curriculum Guides; *State Standards; Statewide Planning
IDENTIFIERS- *North Dakota

Curriculum frameworks for North Dakota elementary-secondary education are presented in this document. These frameworks are voluntary and serve to promote interdisciplinary learning, active learning, and student diversity. They are part of a larger systemic approach to improve instruction in the state's schools and to identify content outcomes and student performance standards. Each section contains: a list of North Dakota educators involved in the framework development; a mission statement for that particular subject area; the graduation outcomes for the state; a list of content outcomes; content outcomes and performance standards for each outcome at grades 4, 8, and graduation; a glossary of terms; and a bibliography. In this volume, curriculum frameworks are provided for the following areas: arts education; business education; foreign language; health; and physical education. (LMI)

ED 370 177 EA 025 782

Alley, Robert S.
School Prayer: The Court, the Congress, and the First Amendment.
PUB DATE- Feb 94
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Court Litigation; Elementary Secondary Education; *Federal Courts; *Federal Government; Federal Legislation; Government Role; *Public Schools; Religion; *School Prayer; *State Church Separation
IDENTIFIERS- Supreme Court; *United States Constitution

When Congress adopted the First Amendment to the U.S. Constitution in 1789, it left open many questions that would arise concerning church-state relations. It became clear early in the history of the country that the Supreme Court would have a great impact on how the First Amendment would be upheld and interpreted. This book examines how Congress has interacted with the executive and judiciary branches over the past 40 years in its treatment of school prayer and the religion clause of the First Amendment. The early history of the church-state relationship is examined as well. There are 12 chapters: (1) "The Architect of the Religion Clauses: James Madison"; (2) Constitutional Ratification and a Bill of Rights: The Virginia Experience"; (3) "The Nineteenth Century"; (4) Presidential Leadership: Divine Mandate?"; (5) "From Cantwell to Everson: 1940 to 1947"; (6) "From Everson to JFK: 1947 to 1960"; (7) "Engel, Schempp, and Aftermath: 1962-63"; (8) "House and Senate Hearings, 1964-66"; (9) "Senate Hearings, 1966"; (10) "House Debate, 1971"; (11) "The Reagan/Bush Years: Republican Senate, Renewed Struggle"; and (12) "The Sound of Silence." Endnotes are included at the end of each chapter. (Contains 25

Education; Marxian Analysis; *Theory Practice Relationship
IDENTIFIERS- *Postmodernism

This paper asks whether postmodernist thought is helpful or harmful to education. It critiques postmodernist theory in both a favorable and critical light and studies the phenomenon within the context of historical and contemporary socioeconomic, cultural, and political developments. The author argues that postmodernism is best understood in relation to its material base. The hypothesis is that postmodernism is best understood as the cultural skin (or superstructural manifestations) of the economic dynamics of late capitalism. Finally, because the greatest threat to a genuine democratic project, including education, is capitalism's direct and hegemonic power, any theory and practice of liberatory progressive education must be conducted within an anticapitalist framework. A conclusion is that the contributions of postmodernist thought to intramural education practice and theory deserve fairly good grades. However, because capitalism is the greatest threat to bona fide democracy, postmodernist though cannot be endorsed as an overall ally of liberative praxis and transformative politics. (LMI)

ED 370 198 EA 025 832

Stolp, Stephen
Leadership for School Culture. ERIC Digest, Number 91.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Administrator Role; Beliefs; *Change Strategies; *Cultural Awareness; Educational Change; Educational Environment; Elementary Secondary Education; *Leadership Responsibility; Norms; *Principals; Student Motivation; Teacher Motivation; Values
IDENTIFIERS- *Cultural Change; ERIC Digests; *School Culture

The concept of school culture offers principals and other leaders a broader framework for understanding problems and relationships within the school. School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, and myths understood by members of the school community. Researchers have found that healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction. A vision for creating a healthy school culture should be a collaborative activity among teachers, students, parents, staff, and the principal. The principal's role in changing school culture is to act with care and concern for others, work to develop shared visions of what the school should be, and work on team-building. (Contains 12 references.) (MLF)

ED 370 199 EA 025 834

Rodriguez, Esther; Fulford, Nancy
Building Collaborative Education Systems: New Roles for State Education and Higher Education Agencies. Special Policy Report. Policy Briefs Report 1.
SPONS. AGENCY- Office of Educational Research and Improvement

Applications of these methods are explained. Other issues discussed include supply and demand, getting the word out, defining education-related Federal equipment, and property availability/barriers. Four pilot projects are briefly described. Appendices list the committee members, state agencies for surplus property, and chief state school officers. (MLF)

ED 370 219 EA 025 854

Wallace, Mike; Hall, Valerie
Team Approaches to Leadership in Secondary Schools.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Interaction; Interprofessional Relationship; Leadership; *Organizational Communication; *Participative Decision Making; *Power Structure; *School Based Management; Secondary Education; *Teamwork
IDENTIFIERS- *England

This paper discusses the concept of a dual cultural and political perspective for analyzing interaction. It also illustrates how this dual perspective can explain how senior management teams (SMTs) operate in English secondary schools, in which senior faculty profess commitment to teamwork. Methodology included: (1) case studies of six secondary schools in two local education agencies (LEAs), which involved observations and interviews with SMT members, teachers, and the chair; and (2) 1-year longitudinal case studies in two of the schools, which involved observations of SMT meetings and members, interviews, and document analysis. Findings indicate that teamwork within the SMTs was hindered by the core contradiction between two sets of incompatible beliefs--the egalitarian culture of teamwork and the formal status hierarchy. The team approach is a "high gain, high strain" strategy, especially for headteachers, the formal leaders of SMTs. A positive outcome was increased job satisfaction; however, a major barrier was time management. The most critical factor for success was the headteacher's leadership style. Preparation and induction support for headteachers is recommended. One table is included. Contains 25 references. (LMI)

ED 370 220 EA 025 855

Stapleford, Thomas A.
The Power of Coalition: A Comparative Study of Two School Reform Projects.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Collegiality; *Educational Change; Group Dynamics; High Schools; *Organizational Change; Program Implementation; *School Restructuring

This paper chronicles the organizational life of two high schools people in projects such as the Haystack Rock(Oregon) Awareness Project is another curriculum approach. Integrating activities can also provide innovative approaches to curriculum. Seaside and Jewell high schools in Oregon participated in the Native American Site Artifact Project to study the archeological history of their area. Willamette Primary School in West Linn, Oregon, uses inquiry investigation to integrate curriculum. Integrative curriculum attempts to make learning more natural and link subjects together. (Contains 39 references.) (JPT)

ED 370 240 EA 025 882

Fuhrman, Susan
Politics and Systemic Education Reform. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Organizational Change; *Politics of Education; Resistance to Change; *School Restructuring; *Systems Approach
IDENTIFIERS- *State Role

This brief describes political challenges to systemic reform and explores the conditions under which coherent policymaking might occur. A focus is the role of states in achieving policy integration. The first section describes political challenges to systemic reform, which include a lack of consensus on student standards, a focus on inputs and processes, and a lack of coordinated policies. Four impediments to policy coordination are discussed in the next section--a fragmented organizational structure, the focus on political elections, policy overload, and government specialization. The third section describes Kentucky's Prichard Committee for Academic Excellence and the South Carolina Business-Education Subcommittee. The first is a large volunteer citizen's organization and the second is a small leadership group with statutory authority. Both groups: (1) represent a variety of constituencies; (2) act as mechanisms for the incorporation of business interests into larger reform coalitions; (3) serve as training grounds for leadership; (4) act as reporters and monitors of reform; and (5) act as vehicles for dissemination of information to a national audience. (LMI)

ED 370 241 EA 025 883

Zinser, Jana
Reinventing Education. Issue Paper No. 1, Investing in People Project.
PUB DATE- Feb 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Labor Force Development; *Productivity; School Business Relationship; School Organization; *School Restructuring; *State Action; State Legislation; State Standards
IDENTIFIERS- *Global Economy

Practices.
PUB DATE- 93
NOTE- 12p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum; *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Program Development; Special Education; Special Needs Students; Teaching Methods
IDENTIFIERS- Council for Exceptional Children; Quality Indicators

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood, concerning general curriculum and intervention strategies in early intervention and early childhood special education (EI/ECSE) programs for infants and young children with special needs and their families. Definitions of "curriculum" and "intervention strategies" are provided; assumptions on which the indicators are based are noted; and division of the indicators into four subsets is discussed. Thirty-one indicators are then listed, within the following four subsets: (1) the broad outcomes that should occur from using appropriate curriculum and instructional strategies; (2) the issues teams should consider in developing and making selections about which strategies to use; (3) the issues teams should consider in making adjustments to the curricular strategies that are used; and (4) the types of strategies that are effective and should be a part of every early childhood educator's repertoire. Thirty-one recommended practices for curriculum and intervention strategies are listed. (Contains 11 references.) (JDD)

ED 370 260 EC 301 940

Dunst, Carl J.
Interventions To Promote Cognitive Skills: DEC Recommended Practices.
PUB DATE- 93
NOTE- 9p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Development; *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Program Development; Special Education; Special Needs Students; Teaching Methods
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning the promotion of cognitive skills in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introductory section differentiates between three pairs of terms found in the cognitive intervention literature: learning and development, competence and performance, and elicited and enabling experiences. Based on these terms, the paper notes that the major emphasis of intervention practices ought to be

Wessel, Joan; And Others
Use of the DAP:SPED with a Sample of Students Enrolled in ED, CD,
and LD Public School Programs.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Convention of the
National Association of School Psychologists (25th, Washington,
DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Disability Identification;
Elementary Secondary Education; *Emotional Disturbances;
Freehand Drawing; *Learning Disabilities; *Mental Retardation;
Minority Groups; Racial Factors; Rural Areas; *Screening Tests;
*Test Validity; Urban Areas
IDENTIFIERS- *Draw a Person Test; Wisconsin

This study investigated the use of the Draw-a-Person: Screening Procedure for Emotional Disturbance (DAP:SPED) with students enrolled in classes for children with emotional disturbances (ED), learning disabilities (LD), or cognitive disabilities (CD). The DAP:SPED was administered to 39 students in a large urban area in eastern Wisconsin and to 31 students in a small town in southern Wisconsin. Students ranged in age from 7 years 0 months to 14 years 7 months. Subjects included Black, Caucasian, Asian, and Hispanic children. Analysis of variance revealed no significant differences for age, geographical density, or race. Findings indicated the DAP:SPED was able to discriminate between the ED and LD samples but not the ED and CD samples. Results also suggested that the scores of all special education groups were generally indistinguishable from the scores of the standardization sample. Overall, the study concludes that the test may not be a reliable instrument for differentiating ED children from other special populations. (Contains 15 references.) (DB)

ED 370 283 EC 303 014

Koger, Mildred N.; And Others
The Sensory Impaired in a Residential/Day School: Assessment
Procedure.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Convention of the
National Association of School Psychologists (25th, Washington,
DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; Case Studies; *Deaf Blind; *Deafness;
Elementary Secondary Education; *Evaluation Methods; Holistic
Approach; Interdisciplinary Approach; Mental Retardation;
Multiple Disabilities; Special Schools; *Student Evaluation
IDENTIFIERS- *Florida School for the Deaf and Blind

This paper summarizes the results of a symposium on assessment procedures at the Florida School for the Deaf and Blind, a residential/day school for children with sensory impairments. Experience with top down assessment utilizing a wholistic approach is emphasized. First a brief description of assessment in the parent infant program is given. Then a case study of a deaf blind boy, 15 years 11 months of age, illustrates assessment principles and procedures used to determine his intelligence (moderate to mild mental retardation) and paper.) (JDD)

ED 370 302 EC 303 034

Blueprint for Implementation of the Recommendations of the Regents Select Commission on Disability.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; Accident Prevention; Agency Cooperation; Assistive Devices (for Disabled); *Change Strategies; Congenital Impairments; *Disabilities; *Educational Objectives; *Educational Practices; Elementary Secondary Education; Guidelines; Mainstreaming; Rehabilitation; *Statewide Planning; Training; Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *New York

This report outlines a strategy whereby New York's Regents Committee on Vocational and Educational Services for Individuals with Disabilities plans to implement recommendations of the New York State Board of Regents Select Commission on Disability. Implementation will begin with those recommendations that have the greatest near-term impact on improving access to quality educational, rehabilitation, and cultural services for all New Yorkers with disabilities. These recommendations include: increase placement of students in the least restrictive environment; critically review the Committee on Special Education process through which students access the educational services they need; establish and enforce performance standards based on individual outcomes; design a multiyear planning process supported by a database that will provide accurate, comprehensive information about persons with disabilities; and allow access to and transfer of assistive technology among programs based on the needs of the individual. In addition, the Committee recommends that the New York State Education Department address the issues of: improved and more sensitive preservice, inservice, and community training; prevention of birth defects and accidents; and smooth, effective transitions through the life course. Tables summarize planned actions, State Education Department activities that relate to those actions, implementation directions, and expected outcomes. (JDD)

ED 370 303 EC 303 035

Carmichael, Karla D.
Play Therapy for Children with Disabilities.
PUB DATE- 18 Nov 93
NOTE- 23p.; Paper presented at the Annual Conference of the Alabama Counseling Association (November 18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assistive Devices (for Disabled); Child Development; *Developmental Disabilities; Early Childhood Education; Educational Environment; *Emotional Adjustment; *Motor Development; *Physical Disabilities; *Play Therapy; Psychomotor Skills; Self Concept; Toys

Play therapy can be used to help children with disabilities to develop a sense of strength and competency. Play therapy

NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Educational Practices; Elementary Secondary Education; Environmental Influences; Foreign Countries; Human Factors Engineering; *Information Technology; *Telephone Communications Systems; *Video Equipment
IDENTIFIERS- *Telematics; *Video Telephone

This annotated bibliography on videotelephony and disability is based on a literature search in nine databases, as well as information collected from literature lists in published reports. The bibliography's scope includes telephony and related fields such as telematics, the use of different kinds of picture telephones, information technology, technical aspects of videotelephony, environmental aspects, ergonomics, and education. About 190 references are included, mostly in English but some in Swedish, Norwegian, Russian, and Japanese with English-language abstracts. Specific areas of special needs that are covered include: mental retardation, motor disability, hearing impairment, speech and language impairment, visual impairment, and elderly adults. (JDD)

ED 370 322 EC 303 054

Walthall, Joe E.; Walthall, Charlene
A Comparison of Stanford Achievement Test Results among Regular Class and Special Education Students.
PUB DATE- 12 Nov 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Disabilities; Disability Identification; Evaluation Criteria; *Homogeneous Grouping; Junior High Schools; Junior High School Students; *Resource Room Programs; Special Education; Student Evaluation; *Student Placement; Test Results
IDENTIFIERS- *Stanford Achievement Tests

This study compared scores on the Stanford Achievement Test (SAT) of 50 seventh and eighth grade students receiving instruction in regular classroom settings and 50 seventh and eighth grade students receiving instruction in special education resource room settings. Scores from five test components were examined, including: Total Reading, Total Math, Total Language, Basic Battery, and Complete Battery. Results indicated that scores from seventh to eighth grade tended to remain stable or to increase slightly among resource room students and to decline among regular class students. A significant difference was found between groups on the Total Reading component, with the regular class scores declining and the special class scores remaining stable. The greatest difference in standard deviations occurred between seventh grade regular classroom students and seventh grade resource room students on the Complete Battery. This finding supports the expected homogeneity of grouping among resource room students. The paper concludes that placement criteria for the resource room setting are effective in grouping students of similar abilities. (JDD)

ED 370 323 EC 303 055

system and by individual application programs. Information is provided on the background of the ShowSounds innovation, the types of auditory information, use of redundant auditory information as an access strategy, the ShowSounds approach to visual annotation of important auditory information, types of video annotation, applications of ShowSounds, the ShowSounds implementation schedule, and progress to date. The importance of making both computer and information systems vendors aware of the need for such a capability and to build it into the next generation systems is stressed. (DB)

ED 370 344 FL 020 243

Issues and Developments in English and Applied Linguistics (IDEAL). 1989-1993.
PUB DATE- 93
NOTE- 432p.; Volume 4 contains selected papers from the Annual Conference on Pragmatics and Language Learning (2nd, Urbana, IL, April 1988).
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Broadcast Television; Chinese; *Contrastive Linguistics; Developing Nations; *Discourse Analysis; English; Japanese; *Language Acquisition; Native Speakers; *Pragmatics; *Second Language Learning; Spanish; Textbooks
IDENTIFIERS- Conversation Theory

The journal IDEAL is intended as a forum for research into the acquisiton and teaching of English as a Second Language. Volume 4 contains the following articles: "Pragmatics and Reading in a Second Language" (Patricia L. Carrell); "English Across Cultures: Native English Speaker in the Third World" (P.B. Nayar); "Pragmatic Analysis in the Second Language Classroom" (Jeff Connor-Linton); "An Analysis of the Rhetorical Structures of English and Japanese Editorials" (Thomas Ricento); "A Comparison of Narrative Structures of English-Speaking and Spanish Speaking Students" (Delma McLeod Porter); "Identifying Referents in Narrative Discourse: A Comparison of the Acquisition of Pronominal and Zero Anaphora by Native and Non-Native Speakers of English" (Erica McClure); "A Discourse Analysis of Relative Clauses in Chinese and English: An Error in 'An Error in Error Analysis'" (Lawrence F. Bouton); "Yes/No Questions in ESL Textbooks and Classrooms" (Jessica Williams); and "Oh Darn! I'd Love to Come, but I Already Have Plans: Television Invitations as Conversation Models" (Ann Salzmann). Volume 5 contains the following articles: "Video-Based Materials for Communicative ITA (International Teaching Assistant) Training" (Elizabeth Axelson and Carolyn Madden); "The Aural Perception of Fast-Speech Phenomena" (Inn-Chull Choi); "Learning Styles of Mainland Chinese Students of English" (Carolyn Dirksen); "English S : Cracking a Symbol-Sound Code" (Wayne B. Dickerson); "Theoretical Linguistics and Applied Linguistics Research: Perspectives on Their Relationship to Language Pedagogy" (Molly Mack); and "A Multimodal Paradigm for TESL: Implications for the Classroom and Beyond" (Frances K. Vavrus). Volume 6 contains the following articles: "Request-Compliance/Non-Compliance in English and Italian Public Service Encounters" (Anna Ciliberti); "A Sensitive Period for Second Language Acquisition: A Reaction-Time Grammaticality Judgement Task with Korean-English Bilinguals" (Ryonhee Kim); "Multilingualism and Social Identity: The Case of Singapore" (Knonko M. Kamwangamalu); "Sensitive Periods for Second Language

Empowerment: Empowerment for What? Reformation or Transformation?" (Mannathoko); "Women's Health and Health Education Programs in the Caribbean" (Rodney); "Women's Adult Social Education: A Palestinian Community-Based Experience" (Khreisheh); "Empowerment of Women through Education" (Ali); and "Literacy Work in the Syrian Arab Republic" (Al-Jabi). Concluding the proceedings is a list of seminar participants. Several papers include substantial bibliographies. (MN)

ED 369 886 CE 066 191

Cox, David E., Ed.; Walton, Frank C., Ed.
With Agriculture Knowledge and Wisdom (Me Ka Ike Ame Ka Na'auao). Proceedings of the Annual Western Region Agricultural Education Research Meeting (Honolulu, Hawaii, April 13-16, 1994). Volume XIII, Number 1.
PUB DATE- Apr 94
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agribusiness; *Agricultural Education; Beginning Teachers; Cognitive Style; Comparative Analysis; Computer Assisted Instruction; Courseware; Delivery Systems; *Educational Practices; *Educational Research; Educational Trends; Enrollment; Higher Education; Literacy Education; News Reporting; Predictor Variables; Program Administration; *Research Methodology; Science Instruction; Secondary Education; Secondary School Teachers; Student Evaluation; Student Teachers; Teacher Attitudes; *Teacher Education; Teacher Qualifications; Teaching Styles; Urban Education; Videotape Recordings; *Vocational Education Teachers; Youth Clubs; Youth Leaders
IDENTIFIERS- 4 H Clubs; Agricultural Literacy; Future Farmers of America; *United States (West)

This proceedings includes the following papers: "Examining Learning Styles of Students in College of Agriculture" (Torres, Cano); "Developing a Scale to Research and Evaluate Youth Leadership Life Skills Development" (Seevers, Dormody, Clason); "Predicting Youth Leadership Life Skills Development among FFA (Future Farmers of America) Members in Arizona, Colorado, and New Mexico" and "Predicting Youth Leadership Life Skills Development among Senior 4-H Members" (Dormody, Seevers); "Understanding and Perceptions about Agriculture of Television News Reporters" (Terry, Jr.); "Strategies for Improving Agricultural Literacy and Science Process Skills of Urban Fifth and Sixth Graders in Los Angeles Unified School District" (Mabie, Baker); "Agricultural Awareness in Arizona" (Flood, Elliot); "Realistic Expectations of Beginning Secondary Agriculture Education Teachers as Perceived by Beginning Secondary Agriculture Education Teachers and Their Principals in the Western United States" (Mundt et al.); "Assessment of Cognitive Level of Instruction, Aspiration, and Attitude toward Higher Level Instruction" (Whittington, Bowman); "Agri-Science Equal to Science?" (Christian, Key); "Status of Secondary Agricultural Education Computers and Agribusiness Software" (Elliot et al.); "How Videotape Is Used by Teachers of Agricultural Sciences in Secondary Schools" (Daniel, Terry, Jr.); "4-H Youth Participation in Leadership Development Activities" (Seevers, Dormody); "Participation of FFA Members in Arizona, Colorado, and New Mexico in Leadership Development Activities" (Dormody, Seevers); "Administrative Approaches to Management of Concurrent Enrollment Programs" (Hirpa, Straquadine); "Analysis of the Leadership Styles of Selected

ED 369 903 CE 066 270

McCracken, J. David; And Others
The History of the American Vocational Education Research Association. The First 25 Years.
PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Educational Research; Educational Researchers; National Organizations; *Organizational Change; *Organizational Development; *Organizational Effectiveness; Organizational Objectives; *Professional Associations; *Vocational Education
IDENTIFIERS- *American Vocational Education Research Association

This book records the history of the American Vocational Education Research Association (AVERA), which was organized in 1966 as a professional association for scholars and others with research interests in the relationship between education and work. The purposes of AVERA are as follows: stimulate research and development (R&D) activities related to vocational education (VE), stimulate the development of training programs designed to prepare persons for responsibilities in research in VE, foster cooperative effort in R&D activities within the total program of VE, and facilitate the dissemination of research findings and the diffusion of knowledge. The book includes the following: statement of AVERA's benefits to members and purposes, information on the founding of AVERA; year-by-year lists of milestones in AVERA's development and major social, economic, and political events in the United States and AVERA issues of focus, activities/accomplishments, and relationships with other organizations for each year; AVERA's prospects for the future; lists of past AVERA officers, AVERA membership figures by year, past editors of the "Beacon" and the "Journal of Vocational Education Research"; and the AVERA constitution. (MN)

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ED 369 904 CE 066 271

Judge, Donald R., Comp.; And Others
Building Effective Workplace Literacy and Education Programs. Lessons from Project ELI. A Partnership Effort Dedicated to Upgrading Millworkers' Skills for the Future.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 58p.; Inside title page reads "Project ELI: An Implementation Guide for a Workplace Literacy Program."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Curriculum Development; Financial Support; *Job Skills; Labor Force Development; *Literacy Education; Marketing; *Needs Assessment; *Program Development; Program Effectiveness; Program Evaluation; Program Guides; Program Implementation; Publicity; Recordkeeping; Retraining; Staff Development; Student Evaluation; Student Records
IDENTIFIERS- *Workplace Literacy

This guide is designed to assist unions, companies, and educational providers in analyzing the educational needs of workers and employers and in developing effective workplace literacy and workplace education programs to meet those needs.

references.) (YLB)

ED 369 922 CE 066 335

Jacobs, George M.; James, Joyce E.
A Comparison of Workplace Groups with Groups in Education.
PUB DATE- Mar 94
NOTE- 23p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Comparative Analysis; *Cooperative Learning; Educational Needs; Foreign Countries; *Group Dynamics; Group Instruction; *Groups; *Literacy Education; School Business Relationship; *Work Environment
IDENTIFIERS- *Workplace Literacy

The use of groups in both the workplace and schools has been increasing. In the workplace, groups reflective of a growing trend toward worker participation in management have been variously referred to as self-managing work teams, self-directed work groups, quality circles, autonomous work groups, and cross-functional teams. Schools have used many group approaches, including cooperative learning, collaborative learning, peer tutoring, and small group work, since the early 20th century. All these forms of cooperative learning have been associated with increased proficiency, higher-quality thinking, higher self-esteem, enhanced interethnic relations, and greater acceptance of disabled students. As the role of these and other groups in the workplace continues to increase, it is increasingly important that schools equip students with the higher form of literacy needed to participate in groups at work. Among the skills involved in this new literacy are exercising initiative, peer training, group problem-solving, and interpersonal communication. Educators can use the business sector as a source of ideas for improving education regarding these and similar skills. Teachers can, for example, serve as managers who help empower their students to adjust to new roles and learn to collaborate with others and think in long rather than short terms. (Contains 44 references.) (MN)

ED 369 923 CE 066 336

Stern, David; And Others
Research on School-to-Work Transition Programs in the United States.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Apprenticeships; Articulation (Education); Cooperative Education; Educational Change; *Educational Practices; *Educational Research; *Education Work Relationship; Innovation; Integrated Curriculum; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Improvement; Research Projects; Secondary Education; Tables (Data); *Transitional Programs; *Vocational Education; Work Experience Programs; Youth Employment
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; *Education Work Relationship; Employer Attitudes; *Employers; High Schools; Job Training; Partnerships in Education; *Program Design; *Program Implementation; *Recruitment; School Business Relationship; Student Experience; *Work Experience Programs

This technical assistance guide is written to help practitioners and policymakers involve large numbers of employers in providing high quality learning experiences in the workplace. Section I discusses the challenge of the school-to-work transition and guiding principles for new efforts. Section II focuses on strategies for recruiting and maintaining meaningful employer involvement. Through lessons from the field, it provides advice to help new programs do the following: clarify roles and responsibilities of participating employers, target employers who are most likely to participate, approach employers in ways they trust, and maintain and deepen employer participation. Section III focuses on how to organize, structure, deliver, and assess learning experiences at the worksite. It is organized around 10 basic design elements that begin with the nature of the partnership and its goals, move through the structure and content of the workplace experiences and how they are reinforced in the classroom, and conclude with discussions of the academic, social, and administrative support systems for a successful program. Section IV addresses common implementation challenges in a question and answer format: student recruitment and selection, student attendance and performance, transportation and scheduling, insurance and liability, child labor laws, paying students for work, building good relations with workers and organized labor, and scale and cost issues. Appendixes include sample contracts, learning plans, assessment tools, a student evaluation form, and program descriptions. Contains 30 references. (YLB)

ED 369 941 CE 066 379

Hartnett, Thomas F.
Knowledge Needs of a Maturing Public Work Force. Annual John E. Burton Lecture (3rd, Albany, New York, May 15, 1987). Rockefeller Institute Special Report Number 18.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Educational Needs; Futures (of Society); Government Employees; *Labor Force Development; Needs Assessment; Nontraditional Education; *Public Sector; *State Programs; *Statewide Planning; *Technological Advancement
IDENTIFIERS- *New York

A challenge faced by the public sector is to keep pace with the rapidly changing management science and the technology that supports it. With a greater emphasis on career mobility, the public sector will be faced with an increased emphasis on the development and training needs of the work force. New York is making substantial progress in equipping its work force to meet the needs of the public it serves through a wide range of training and development programs reaching thousands of employees each year. Public employees need training at various stages in their service: when they enter, assume new technical education programs began to emerge in the latter part of the 19th century. Most of these changes have come about since 1917 when the first major federal legislation for vocational-technical education, the Smith-Hughes Act, was enacted. Following coverage of the Smith-Hughes Act and its impacts through the years, the report outlines the Vocational Education Act of 1963, the federal initiatives undertaken during 1964-1976, the Carl D. Perkins Vocational Education Act, and vocational-technical education in the 1990s, especially emerging trends such as academic and vocational integration, and tech prep. The report traces these initiatives and offers an analysis of where vocational-technical education is headed in the next century. Contains 26 references. (KC)

ED 369 960 CE 066 435

Colorado Department of Education Adult Basic Skills and Literacy Minimum Program Standards.
PUB DATE- 30 Apr 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Behavioral Objectives; Competence; *Competency Based Education; Educational Objectives; *Literacy Education; *Outcomes of Education; *Program Effectiveness; *State Standards
IDENTIFIERS- *Colorado

This guide describes briefly the minimum program standards required in Colorado for adult basic skills and literacy programs. Program standards are defined for the following seven topics: educational gains, program planning, curriculum and instruction, staff development, support services, recruitment, and retention. Indicators for each of the topics also are described. Included in the guide is a glossary of 19 terms related to Colorado adult basic skills and literacy minimum program standards. (KC)

ED 369 961 CE 066 436

DuBois, David; And Others
Job Knowledge Test Design: A Cognitively-Oriented Approach. Institute Report No. 241.
SPONS. AGENCY- Office of the Chief of Naval Research, Washington, DC.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Cognitive Measurement; *Cognitive Tests; *Job Performance; *Knowledge Level; Military Personnel; *Test Construction; Vocational Education
IDENTIFIERS- *Job Knowledge

Selected cognitive science methods were used to modify existing test development procedures so that the modified procedures could in turn be used to improve the usefulness of job knowledge tests as a proxy for hands-on performance. A plan-goal graph representation was used to capture the knowledge content and goal structure of the task of using a map, protractor, and compass for purposes of land navigation.

Intercultural Communication; Minority Groups; Nontraditional Education; Older Adults; *Partnerships in Education; *Role of Education; School Holding Power; Student Recruitment

These proceedings record the addresses, concurrent sessions, and business meetings of the annual meeting of the Association for Continuing Higher Education (ACHE). Part 1 consists of three addresses: "World Collaboration for a Global Perspective" (Beverly Cassara); "When Chaos Is the Solution: A Paradigm for 21st Century Mandates and Strategies" (Barbara Mossberg); and "Enhancing Continuing Education through Partnerships" (James Vondrell). Part 2 contains 12 concurrent session presentations: "U.S. Branch Campuses in Japan: An Experiment in International Cooperation in Education" (Michael Harpending); "Fostering Cross-Cultural Communication: English and Business for Internationals" (Alan Lytle); "Recruitment and Retention of People of Color: A Dual Perspective" (Barbara Roseboro, Bobbie Walls); "Can We Ignore Half the Future of Higher Education?" (Honour Moore); "Rethinking Continuing Higher Education: A Survey of the ACHE Membership" (Raymond Campbell); "Institutes for Learning in Retirement Enrich Campus and Community" (James Verschueren); "The Global Technology of Fiber Optics" (Dan Brook et al.); "Improve the Quality of Continuing Higher Educator's Leadership Role in Economic and Community Development Planning" (Michael Vavrek et al.); "Where Is Nontraditional Education Going? Exploring the Dynamics of Change" (Patricia Sparks); "Working with the Federal Government to Provide International Training Programs" (Eric Grosse); "Implementing Gender/Multicultural Equity: A Study of Faculty Response" (Sylvia McLaurin, Elizabeth Tisdell); and "A New Look at Older Adult Programming" (Judith Hochman et al.). Part 3 contains a summary of business meetings. Part 4 includes these appendixes: membership report, comparative financial summary, and committee reports. (YLB)

ED 369 980 CE 066 462

Nunan, Ted; Calvert, Jocelyn
Quality and Standards in Distance Education. Report to the National Distance Education Conference.
PUB DATE- 92
NOTE- 152p.; Funded through the National Priority Reserve Fund and supported by the National Distance Education Conference Working Party on Quality and Standards in Distance Education.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Distance Education; Educational Administration; *Educational Assessment; Educational Objectives; Educational Policy; *Educational Quality; Foreign Countries; Higher Education
IDENTIFIERS- Australia

A study to examine quality and standards in distance education identified the elements of quality, indicators that would signify their achievement, and processes that foster the achievement of quality. It focused on perceptions of quality of particular stakeholders. Documentation provided by institutions showed that they define and determine what they mean by quality of distance education against a range of objectives. Recommendations addressed issues of access and equity at national and institutional levels as factors in the quality of distance education. Concerns with appropriate policy, organization, and resource distribution led to recommendations on the following matters: resources for academic staff

(ED), Washington, DC.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Apprenticeships; Economic Development; *Education Work Relationship; Employer Attitudes; Employment; Foreign Countries; Incentives; *Job Training; *Labor Force Development; Public Policy; School Business Relationship; Unemployment; *Work Experience Programs; *Youth Programs
IDENTIFIERS- *Great Britain; *Youth Training Scheme

Britain has attempted over the past decade to develop German-style youth apprenticeships through its Youth Training Scheme (YTS). YTS has the basic attributes considered essential to bridging school and work. The greatest achievement of YTS is that large numbers of employers were persuaded to provide work experience positions on short notice, and YTS was able to become a massive program very quickly. Employers have been willing to participate because the flexible and decentralized nature of the program imposes only a minor administrative burden and YTS provides help in screening new hires for entry-level jobs. The main benefit from YTS is that it helps school leavers secure permanent jobs. Unfortunately, the goal of securing jobs has conflicted with the goal of providing skills, with as many as 80 percent dropping out to take full-time employment with the employer providing the work experience. Although one goal was to help employers move toward more efficient and flexible operating systems based on higher-skill, broader jobs, YTS may actually have created incentives that retarded efforts to reform work since it provides employers with a steady stream of virtually costless new trainees. Lessons for the United States include the need for employer incentives to provide high skills and to introduce new, more flexible and efficient systems of organizing work by raising the skill levels in the work force. Appendixes include 22 footnotes. Contains 76 references. (YLB)

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ED 369 998 CE 066 612

Bushey, Vicki; And Others
Introduction to Surgical Technology. Teacher Edition.
PUB DATE- 94
NOTE- 701p.; For a related document, see CE 066 613.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations Education; Anesthesiology; Biomedical Equipment; Classroom Techniques; *Course Content; *Job Skills; Job Training; Learning Activities; Lesson Plans; Medical Services; Postsecondary Education; Secondary Education; Surgery; *Surgical Technicians; Task Analysis; Teaching Methods; Test Items; Units of Study

This instructor's manual contains 14 units of instruction for a course on surgical technology designed to include the entry-level competencies students need to enter any of the more advanced surgical technology courses. Each unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, assignment sheets and answers to assignment sheets, written test and answers to written test, unit evaluation form, teacher supplements, transparency masters, information sheet, service, usage, satisfaction, and development of the Career Planning and Placement Center. The results of these assessments are collected during the year and reviewed over the summer. No data are presented here. Results are reported in separate documents or as part of the Annual Report and are shared with interested individuals from various departments. The following questionnaires are reproduced in this manual: (1) The Annual Graduate Survey, which assesses the career status of recent graduates; (2) The Employer Survey, which asks employers to evaluate KSU graduates in their employ; (3) Annual Student User Survey, a telephone survey where seniors rate services provided by the career office; (4) Weekly Monitor, which assesses the number of visitors to the Services Center; (5) Student Interview Evaluation; (6) Recruiter Evaluation Form; (7) Career Course Questionnaire (Pre and Post Test), which measures career course success; (8) Career Exploration Course Evaluation; (9) Workshop and Outreach Evaluation Forms; (10) Counseling Session Intake Form, which records the outcomes of counseling appointments; and (11) Counseling Session Evaluation Form. (RJM)

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ED 370 018　　　　CG 025 350

Heritage, Jeannette; West, W. Beryl
Fifteen Year Study of Drug and Alcohol Use on a College Campus.
PUB DATE- 93
NOTE- 11p.; Paper presented at the Meeting of the Southeastern Conference of Counseling Center Personnel (Mobile, AL, October 28-30, 1993), and at the Meeting of the Tennessee Counseling Association (Memphis, TN, November 21-23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; *College Students; *Drinking; *Drug Use; Higher Education; Illegal Drug Use; Marijuana; Narcotics; On Campus Students; *Student Behavior
IDENTIFIERS- *Middle Tennessee State University

Middle Tennessee State University (MTSU) conducted campus-wide surveys on drug and alcohol use in 1977, 1983, 1987, and 1992. This survey was generated during the 1992 Fall semester. Results show that alcohol and drug use at MTSU has changed little in 15 years. The most noticeable change was the reduced use of marijuana by males. Cigarette smoking declined for 10 years and then increased in the last 5 years; males escalated their use of other tobacco products. Alcohol consumption peaked in 1983 and continued to decline. Off-campus students appeared more likely to use alcohol, tobacco, marijuana, and other drugs and to engage in more negative alcohol and drug-related behaviors. These actions may reflect the freedom and opportunity accorded off-campus students as opposed to students who live on campus or at home. Those who live on campus or at home, belong to a Greek organization, or are female continue to show an increased tendency to attend class. Gender differences in behaviors crested in the 1977 survey. Dissimilarities between genders may continue to decline in future studies as standards for male and female behaviors evolve. This report contains a copy of the questionnaire used and four tables which summarize the data for all four surveys. (RJM)

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ED 370 019　　　　CG 025 351

Pitts, James H.; Myers, Jane E.
Practicum and Internship Practices of CACREP Approved Counselor

PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Chronic Illness; *Confidentiality; *Ethics; Institutionalized Persons; *Legal Problems; *Mental Disorders; Mental Health Programs; Psychiatric Services; Sexuality

The chronic mentally ill experience substantially higher rates of HIV infection than the general population. This paper examines the problems which confront the chronic mentally ill and society at large. Discussed are the questions of whether or not psychiatric patients should be excepted, due to their cognitive and behavioral impairments, from the protection of AIDS confidentiality laws. The question is raised that if some mentally ill are excluded, what will be the guiding criteria for exclusions? Also reviewed is the question of involuntary confinement of those infected with HIV and whether or not this is an appropriate way of controlling careless, high risk behavior. Likewise, society faces difficulties with the chronic mentally ill person's capacity to consent to HIV testing. Psychiatrically disabled people may suffer from diminished capacity and thus be unable to make competent decisions based on the HIV test counseling. Finally, although there has been considerable resistance to seeing mentally ill people as sexually active, psychiatric illness does not preclude sexual impulse. The Office of Mental Health drafted a policy on patient sexual activity which demands that condoms be available to psychiatric inpatients unless clinically contraindicated, but the type of condom availability warranted remains undefined. Contains 20 references. (Author/RJM)

ED 370 039 CG 025 417

Honig, Alice S.; Thompson, Alyce
Toddler Strategies for Social Engagement With Peers
PUB DATE- Dec 93
NOTE- 22p.; Paper presented at the Biennial National Training Institute of the National Center for Clinical Infant Programs (8th, Washington, DC, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; Early Experience; *Interaction Process Analysis; *Interpersonal Relationship; Naturalistic Observation; Nursery Schools; Peer Acceptance; *Peer Relationship; Preschool Children; Social Development; *Toddlers

How infants and toddlers become skilled social actors has not been examined as often as the peer interactions of older children. This study examined 24, middle-class toddlers (ages 23 to 33 months) in 9 different settings during their free-play time at a university-cooperative nursery school. Researchers analyzed 150 social bids which were either toddler initiated or teacher facilitated. Social bids ranged in length from 30 seconds to 5 minutes. The 18 strategies toddlers used in their bids were collapsed into 3 categories: (1) distal contact (staring at peer play from a distance greater than three feet away); (2) proximal contact (touching a peer or leaning over next to a peer); and (3) verbalizing. Of the 150 events, 49 percent were nonverbal contacts and 51 percent were verbal

Tex.
PUB DATE- 22 Mar 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Health; Children; Drug Abuse; *Drug Rehabilitation; Elementary Secondary Education; Mental Health; *Mental Health Programs; Military Organizations; *Psychiatric Services; Rehabilitation Programs
IDENTIFIERS- CHAMPUS Program; *North Carolina (Fort Bragg)

The Fort Bragg Child Mental Health Demonstration Project is an integrated services system which provides a comprehensive, organized system of mental health and substance abuse services. The project serves approximately 46,000 children (under 18 years of age) in the Fort Bragg catchment area (a 5,000 square mile area within a 40-mile radius of Fayetteville, North Carolina) who are eligible for the Civilian Health and Medical Services Program of the Uniformed Services (CHAMPUS). This paper presents the project's three primary goals which arose from the belief that the development of alternative mid-range services, which are less restrictive and less expensive, can be provided for children who, otherwise, would be hospitalized. The report describes the clinical component of the program along with valuative approaches and the intended impact. Specific needs on which the project focuses, such as the need for improved services and cost containment, are also discussed. Costs arising from the absence of a middle range of services (which causes children who need more than outpatient services to be admitted to inpatient units) receive lengthy treatment. The report also addresses the project's continuum of care and system of services with an analysis of client population, clinical services and assessment, outpatient treatment services, individualized services, and residential treatment services. Although conclusive results are not yet available, preliminary data suggest that the Demonstration Project has reduced the utilization of inpatient and residential care by using high quality, lower cost, intermediate-level care and outpatient services. (RJM)

ED 370 059 CG 025 457

Fry, Ralph; And Others
A Parents Guide to Changing Destructive Adolescent Behavior.
PUB DATE- 93
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Change; *Change Strategies; *Child Behavior; Child Development; Childhood Attitudes; Children; Elementary Secondary Education; Family Influence; Mental Health; *Parent Child Relationship; Parent Influence

This workbook was designed for use in conjunction with classroom instruction and the parent support group model. Its purpose is to help parents both prevent and effectively intervene in their children's unwanted behaviors, such as drug use and gang involvement. Based on the premise that children should be allowed to make choices and then be held accountable for those choices, the authors devised a sixteen-unit program which

PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decoding (Reading; English; Initial Teaching Alphabet; *Phonics; Primary Education; *Reading Programs; *Reading Skills; Word Study Skills
IDENTIFIERS- Emergent Literacy

Phonics teaches learners how to match the letters of the alphabet to the speech sounds they already know. At age five, children who are ready to learn to read have a vocabulary of some 5,000 words and understand far more than that when they hear them. The problem is that there are 44 sounds in English and only 26 letters in the alphabet. Phonics programs begin with the most regular forms and proceed to the exceptions after the learner has grasped the general principles of how the alphabet represents the sounds of speech. Reading of sentences and stories can begin before a phonics program is completed, using sight words, adults reading to the child as the child watches the book, and bedtime books of early years memorized by the child. Over the centuries learning how to use systematic phonics has proven to be a useful way to learn to read. Phonics can be mastered in a matter of months to the point where a child can read anything he or she can understand. (Contains 12 references.) (RS)

ED 370 079 CS 011 701

Meyer, Margaret Dietz
Vocabulary Acquisition: A New Instructional Method in the College Developmental Reading-Writing Classroom.
PUB DATE- 15 Jun 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Developmental Studies Programs; Freshman Composition; Higher Education; *Instructional Effectiveness; *Instructional Innovation; Reading Research; *Remedial Instruction; Teaching Methods; Undergraduate Students; *Vocabulary Development

A study examined the effectiveness of a theory-based classroom instructional method for teaching the vocabulary acquisition process with college developmental reading-writing students. Subjects, 28 students in two sections of developmental freshmen composition, followed a step-by-step procedure in each of five unit plans. The objective of the procedure was to teach students to learn how to understand the 10 most important words in context for each unit and how to learn to move the words from their receptive (listening and reading) to their expressive (speaking and writing) vocabularies. Results indicated that (1) a 98% success rate on vocabulary quizzes was achieved; (2) students began to use their dictionaries habitually; (3) every student passed the final exam; (4) not one student failed the course or withdrew; and (5) the instructor experienced collaborative learning as a process as the students and the instructor worked together on all steps in the procedure. (Contains 15 references and five figures of quizzes and writing assignments.) (RS) suggestions from the students; (7) female students used more disciple-specific terminology than male students did; (8) female students were less likely to use discipline-specific terms when talking with a female tutor; and (9) tutors tended to offer more discipline-specific terms to students of the same sex, and fewer discipline-specific terms to students of the opposite sex. (Contains two tables, four bar graphs, and several unnumbered charts of data.) (RS)

ED 370 100 CS 214 298

Manning, Maryann; And Others
Theme Immersion: Inquiry-Based Curriculum in Elementary and Middle Schools.
PUB DATE- 94
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Education; Interdisciplinary Approach; Interviews; Middle Schools; Student Needs; *Teacher Role; *Thematic Approach; Units of Study
IDENTIFIERS- Immersion Instructional Model; Thematic Studies Program

Noting that "theme immersion" is different from the traditional unit or theme approach, this book first defines theme immersion as "an in-depth study of a topic, an issue, or a question." The book then illustrates aspects of theme immersion with teacher profiles, interviews, and classroom vignettes to assist teachers in implementing a theme study approach. The book notes that theme immersion topics should emerge from the experiences and current needs of students and that the teacher does not impose or control ideas, but is an active member of a community of learners. Chapters in the book are: (1) Becoming a Theme Immersion Teacher; (2) Theme Immersion Topics; (3) Implementing a Theme Immersion; (4) Demonstrating Research Techniques; (5) Expressing Knowledge; (6) Assessment and Evaluation in Theme Immersions; (7) Profiles of Theme Immersions; (8) Interviews with Theme Immersion Teachers; and (9) Dreaming: Portrait of a Theme Immersion (a photographic essay). A resource section (consisting of an 38-item annotated bibliography, literature for selected theme immersions, magazines for student research, suggestions for family and community history theme immersions, and selected addresses for theme immersion information) is attached. (RS)

ED 370 101 CS 214 300

Andreas, James R.
Silencing the Vulgar and Voicing the Other Shakespeare.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Audience Awareness; Cultural Context; Curriculum Development; *Curriculum Evaluation; *Drama; *English Literature; High Schools; High School Students; *Secondary School Curriculum; *Student Needs
IDENTIFIERS- Literary Canon; *Shakespeare (William)

From the very first, textbook editions of Shakespeare have been, geographically desirable buildings. Both the focus on writing "geniuses" and the gendered response to them may explain composition/rhetoric's physical position in the academy and the ongoing debate about the "feminization" of the field. Implementation of collaborative-process theory into the classroom resists the lofty, lonely voice that marks the Romantic writing ideology. Genius-focused and gendered Romantic ideology combined with the metaphors expressivist theory and pedagogy use to talk about what writing instructors do, keep the field in its place. (Seven notes are included.) (RS)

ED 370 119 CS 214 330

Applebee, Arthur N.; And Others
NAEP 1992 Writing Report Card.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Grade 8; Grade 12; Intermediate Grades; *National Surveys; Persuasive Discourse; Secondary Education; *Writing Ability; *Writing Achievement; *Writing Instruction; Writing Research
IDENTIFIERS- Curriculum Emphases; *National Assessment of Educational Progress

A study examined the writing performance of American schoolchildren based on a survey conducted in 1992 by the National Assessment of Educational Progress (NAEP). Nationally representative samples of fourth-, eighth-, and twelfth-grade students attending public and private schools--approximately 30,000 in all--responded to a variety of writing tasks. Nine different writing tasks were used at grade 4, 11 at grade 8, and 12 at grade 12. The tasks at each grade included a mix of grade-appropriate informative, persuasive, and narrative writing, with some tasks being given to students at more than one grade. Not all students at a grade were given all tasks. At each grade, approximately 1,500 students responded to each task. Taken as a whole, results indicated that given time and familiarity with the topic, the best students can write relatively effective informative and narrative pieces. Even the best students continue, however, to have difficulty with writing tasks that require them to muster arguments and evidence in persuasive writing. According to teachers and students, persuasive writing--advancing evidence and arguments to influence readers to change their thinking--received less emphasis in their classes than did informative or narrative writing. The performance of the best students remained far ahead of the performance of most of their classmates. Whatever successes schools may claim in writing instruction, many students at each grade level continue to have serious difficulty in producing effective informative, persuasive, or narrative writing. (Contains 50 tables and 8 figures of data as well as samples of students' essays. A procedural appendix is attached). (RS)

ED 370 120 CS 214 331

Petty, Walter T.; And Others
Experiences in Language: Tools and Techniques for Language Arts Methods. Sixth Edition.
PUB DATE- 94

ED 370 138 CS 214 352

Myers, Marshall
Rhetoric Hewn by Audience and History: The Evolution of the Annual Report as a Business Document.
PUB DATE- 19 Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Annual Reports; *Business; *Business Correspondence; Federal Regulation; Higher Education; Persuasive Discourse; *Technical Writing
IDENTIFIERS- *Historical Background; Rhetorical Genres; Rhetorical Strategies

Various genres of writing, such as corporate annual reports, do not evolve fully adapted to the purpose for which they were created. A historical review of use to professionals and students shows that annual reports have gradually developed from modest beginnings to become elaborate, slick, and purposeful documents, bending in time to economic conditions, adapting to a changing and complex audience and responding to new rules and government regulations. The first annual report issued in the United States was in 1837 by the Baltimore and Ohio Railroad. Ownership of corporations moved more into the public's hands in the late 19th century, and out of the hands of one person or a handful of owners. Annual reports into the 1920s were more an attempt to withhold information rather than to inform stockholders. A trend began toward companies revealing more and more information, after passage of the Securities Exchange Act of 1934. Paul Runyan's annual reports for Litton Industries, particularly one in 1962, transformed the annual report into a "sales machine with vision and creative energy." The Securities and Exchange Commission in 1978 responded to increasing public pressure and asked for more information in annual reports. Since 1980, the federal government has moved toward even more standardization of reports. The 1990s began with a few companies shying away from long annual reports and publishing summary reports that met minimum requirements. (Contains 10 references.) (RS)

ED 370 139 CS 214 353

Thompson, Tom
Giving Them What They Want: Student Views of Revision.
PUB DATE- 18 Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Editing; Higher Education; *Revision (Written Composition); *Student Attitudes; Student Needs; Student Reaction; Teacher Attitudes; Teacher Expectations of Students; *Writing Evaluation; Writing Research
IDENTIFIERS- Student Surveys

To elicit some written comments about student views of revision,

PUB DATE- 92
NOTE- 142p.; The manual "A chieving Excellence," is not available from ERIC.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Change Strategies; Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; *Excellence in Education; Management Systems; *Organizational Development; Parent Participation; Participative Decision Making; *School Based Management; *School Effectiveness

The parents' guide in English and Spanish versions, offers a synthesis of the Mid-Continent Regional Educational Laboratory's (McRel) "A chieving Excellence," a 480-page manual on educational decision-making and management. Four sections examine four broad areas in which policies must be established for improving student achievement--efficiency, effectiveness, excellence, and leadership and organizational development. Each policy area presents three possible strategies that can direct change. Accompanying each strategy are short descriptions of research-based methods for achieving some aspect of school improvement. The first section provides strategies for building an organization that will support change, monitor implementation, and establish a site-based decision-making process. A school's use of instructional time to maximize the amount of student learning time is examined in the second section. Section 3 looks at the extent to which students are successful in class, regardless of socioeconomic, gender, and racial differences. The last section explores how schools can be redesigned to make learning relevant to the needs of students who will be living in the 21st century. (Contains 71 references.) (LMI)

ED 370 158 EA 025 489

Guidelines for the Protocol: Examining Student Work for What Matters Most. The Research and Development Project for the SB 1274 Accountability/Learning Support System.
PUB DATE- Nov 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Educational Change; *Educational Objectives; Elementary Secondary Education; Public Schools; *School Restructuring; *Student Needs
IDENTIFIERS- *California

This document provides guidelines designed to provide an interactive process for schools and communities to meet students' learning needs. The process, called The Protocol, is designed to ensure that restructuring schools in California focus on students' learning experiences, assess their accomplishments, and provide input from education stakeholders into restructuring. Twenty-four restructuring schools are references.) (JPT)

ED 370 178 EA 025 788

Thompson, James
Systemic Education Reform. ERIC Digest, Number 90.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Leadership Responsibility; Partnerships in Education; Principals; School Based Management; *School Restructuring; Socioeconomic Influences; Superintendents; *Systems Approach
IDENTIFIERS- ERIC Digests; *Systemic Change

Economic forces and educational equity issues have combined to heighten calls for improved education for all students. Systemic reform calls for education to be reconceptualized from the ground up, beginning with the nature of teaching and learning, educational relationships, and school-community relationships. One of the assumptions made by educational theorists is that a thorough understanding of academic content, complex thinking, and problem-solving is necessary for students to become responsible citizens. If systemic reform is to succeed, leadership must be present. Superintendents' new duties include helping to establish organizational vision and mission. Principals are in a position to help others in the school understand their unique role in systemic change. School boards can help provide vision for the school system, support change, arrange collaborative relationships with other agencies, and focus on the strategic direction of the school. (Contains 10 references.) (MLF)

ED 370 179 EA 025 799

On Alert! Gang Prevention. School In-Service Guidelines.
PUB DATE- 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Conflict Resolution; Discipline Problems; *Early Intervention; Elementary Secondary Education; *Juvenile Gangs; Peer Groups; *Prevention; *Public Schools; *School Security; Vandalism
IDENTIFIERS- *California

This document provides guidelines for gang awareness and prevention in the California school system. It is based on the belief that inservice training programs help school staff recognize early signs of gang activity, a necessary step to intervention. Following the introduction, chapter 1 offers descriptive information on gangs and their members, such as gang characteristics, risk factors, types of gangs, reasons for the appeal of gangs, and consequences of membership. The second chapter describes techniques for gang prevention and intervention, which include building self-esteem, preventing

(ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Role; *College School Cooperation; Cooperative Planning; Cooperative Programs; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; *Institutional Cooperation; *Partnerships in Education; *State Standards

This policy brief examines new roles for state education and higher education agencies in building collaborative education systems. It outlines the perspectives held by schools and higher education on the following issues: (1) defining high standards and designing outcomes-based assessment; (2) building capacity to support high standards; and (3) coordinating K-12 and higher education systems to support student achievement. Promising efforts taken by the following states in the North Central Regional Educational Laboratory (NCREL) region are described--Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Individual sections outline the states' strategies for defining standards and assessment and for institutional improvement. Other issues to be addressed include: equitable higher education admission standards; teaching and learning strategies that complement high school strategies; sponsorship of teacher-faculty exchange programs; postsecondary options programs; responsibility for new technologies; roles and responsibilities for work experience and experiential learning programs; preparation of minority freshmen; and parent involvement. A list of state contacts is provided. (LMI)

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ED 370 200 EA 025 835

Lumsden, Linda S.
Student Motivation To Learn. ERIC Digest, Number 92.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Family Environment; Learning Motivation; *Learning Strategies; *Self Concept; *Self Motivation; *Student Motivation; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests

A growing body of evidence suggests that when students are intrinsically motivated they tend to employ strategies that demand more effort and that enable them to process information more deeply. Teachers can help motivate students to learn by maintaining a caring, supportive classroom climate. Tasks should be challenging but achievable and defined in terms of specific, short-term goals. School-level policies and practices should stress learning, task mastery, and effort rather than relative performance and competition. To help unmotivated students a process called "attribution retraining" involves modeling, socialization, and practice exercises. Other potentially useful strategies include the following: portray effort as investment rather than risk, portray skill development as incremental and domain-specific, and focus on in the northeastern United States as they responded to the national impetus for change. The study used a methodology employing ethnographic field study methods including field notes, interviews, and artifact collection and analysis. Riverside High pursued a locally initiated change strategy through a new administrative team hired by the school board. Centreville High's participation in Re:Learning, a nationally based reform movement, was catalyzed by a group of veteran teachers who sought to overcome a reluctant building administrator. Both schools created teaching teams and opportunities for active student learning and took decision-making actions through committee structures that involved faculty, parents, and community members. However, within the context of the Criteria for School Restructuring, Centreville accomplished more than did Riverside. Committee work at Centreville was based on Coalition of Essential Schools principles, and Riverside was forced to rely on the limited resources and vision of the school's administrative staff. Participation in the national Re:Learning effort enabled Centreville to more closely achieve the real school change envisioned in the Criteria, whereas the lack of a coherent schoolwide reform blueprint relegated Riverside to fundamentally artificial, structural changes. (Contains 111 references.) (LMI)

ED 370 221          EA 025 856

Monahan, Thomas C.
Teacher-Principal Agreement of Perceptions and Expectations for Professional Development.
PUB DATE- Feb 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Graduate Study; Instructional Improvement; *Professional Continuing Education; *Professional Development; Teacher Effectiveness; *Teacher Improvement

This paper presents findings of a study that examined the extent to which professional development techniques for teachers existed within a sample of elementary and secondary schools. Data were obtained from a survey of a random sample of 47 classroom teachers and 15 principals in one region of a large northeastern state. A majority of both teachers and principals defined "professional development for teachers" in terms of improving technical competence and applying new trends in education to teaching and learning. Very few defined professional development in terms of graduate study. However, both groups identified advanced graduate study as one of the "best ways" for teachers to develop professionally. Both groups identified time as the most formidable obstacle to participating in professional development activities. Although teachers and principals defined professional development in terms of increasing competence and applying new trends (and other activities identified in the Glatthorn model of comprehensive teacher development), they continued to pursue professional development primarily through the traditional method of graduate study and advanced degrees and certificates. The appendix contains a copy of the survey instrument and four

As businesses are remodeling their workplaces into "high-performance work organizations," states must reorganize their education systems to accommodate the changing world of work and to produce citizens able to compete in the global economy. This paper is the first in a series of reports by the Investing in People (IIP) Project, which is funded by the DeWitt Wallace-Reader's Digest Fund. It provides an overview of the issues and concerns surrounding school restructuring and provides examples of state reform efforts when available. Following the preface, acknowledgments, executive summary, and introduction, chapter 1 examines states that are restructuring their entire school systems. Chapter 2 describes various administrative structures, such as school-based management, charter schools, and school choice. The third chapter looks at changing the ways teachers teach, including changes in curriculum, standards, assessment, and instruction methods, as well as a focus on teaching complex thinking skills and meeting minority students' needs. Changes in the way students learn are explored in the fourth chapter, such as class size, multi-age classrooms, school-year length, and alternative schools and programs. Chapter 5 describes the efforts of states at integrating educational and social services. One idea is to coordinate child care, health care, and social services through interagency councils. Chapters 6 and 7 discuss community partnerships and programs for life-long learning, respectively. The final chapter describes the comprehensive education reform legislation passed by Kentucky and Oregon. The appendix contains a list of state contacts. Contains 17 references. (LMI)

ED 370 242 EA 025 884

Hanson, Katherine; Avery, Maria Paz
Valuing Diversity in Schools: A Model for Systemic Restructuring.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Middle Schools Association (Portland, OR, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Coordination; *Cultural Awareness; *Cultural Pluralism; *Diversity (Institutional); Educational Change; Elementary Secondary Education; *Multicultural Education; Program Effectiveness; *School Community Relationship

The nation is currently struggling with the question of educating American children for a successful future, but little discussion has examined how to prepare both the educational system and adults within that system to help each student achieve. One such effort, Valuing Diversity in Schools, addresses policy, leadership development, and multicultural education in a restructuring process that focuses on the appreciation of diversity. The Center for Equity and Cultural Diversity at Education Development Center, Inc. (EDC), has collaborated with several Indiana school districts to develop a restructuring approach that creates supportive structural conditions at the district and community levels. Although implementation differed at each district, some of the first-year results include: a working model for multicultural schools; positive parent-teacher relationships; a strengthened link between schools and religious institutions; staff development programs; and increased interaction among diverse community groups. Using a pluralistic perspective, the Valuing Diversity in Schools model addresses four components of restructuring--student experiences, teachers' professional promotion of development and not just enhancement of learning, that optimal performance will most likely occur when learning experiences match a child's level of competence; and that optimal development and performance will most likely occur by using enabling experiences that promote competence and a sense of self-efficacy. Eight recommended practices for interventions to promote cognitive skills are then listed. (JDD)

ED 370 261 EC 301 941

Goldstein, Howard
Interventions To Promote Communication Skills: DEC Recommended Practices.
PUB DATE- 93
NOTE- 9p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Skills; *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Program Development; Skill Development; Special Education; Special Needs Students; Student Educational Objectives; Student Evaluation; Teaching Methods
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning the promotion of communication skills in early intervention and early childhood special education programs for infants and young children with special needs and their families. The recommended practices to promote communication skills stem from the premise that intervention agents should be actively involved in teaching young children with special needs to communicate more effectively, via the use of strategies for assessing communication performance, strategies for selecting appropriate intervention goals, and strategies for teaching that address those communication goals. An introductory section defines communication, emphasizes the importance of communication intervention for all children with special needs, recommends the broad sampling of communication skills during assessment, notes the need for sensitivity to linguistic and social norms in assessment, points out that goal selection should be a collaborative process, and recommends the presentation of frequent opportunities for children with special needs to transmit and receive information in a multitude of ways. Thirteen recommended practices are then listed, within the categories of assessment practices, goal selection practices, and intervention practices. (JDD)

ED 370 262 EC 301 942

McEvoy, Mary A.; Yoder, Paul
Interventions To Promote Social Skills and Emotional Development: DEC Recommended Practices.
PUB DATE- 93
NOTE- 8p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

instructional recommendations. The third section discusses the interdisciplinary team assessment approach used at the Florida School for the Deaf and Blind. (DB)

ED 370 284 EC 303 015

Hall, Cathy W.; And Others
Social-Emotional Factors in Students with and without Learning Disabilities.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Convention of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Attribution Theory; *Depression (Psychology); *Emotional Adjustment; Emotional Disturbances; Incidence; Individual Differences; Intermediate Grades; *Learning Disabilities; *Locus of Control; *Self Concept; Self Esteem; *Social Adjustment; Social Development; Student Attitudes; Student Characteristics

This study examined whether students with learning disabilities (LD) differed from general education (NLD) students in terms of depressive symptomatology, causal attributions for success and failure, self-concept, and locus of control. Eighty-two students in grades 4, 5, and 6 participated in the study. Subjects were given the Intellectual Achievement Responsibility Scale, the Children's Depression Inventory, the Nowicki-Strickland Locus of Control scale, the Self-Esteem Inventory, the Children's Intervention Rating Scale, and a questionnaire concerning their special education placement. Significant differences were found between the LD and NLD students in all areas. Only locus of control produced a significant difference among grade levels. Analysis indicated that 68 percent of the students were not told why they were placed in special education. Individual differences were present in student perceptions of the special education program. (Contains 29 references.) (DB)

ED 370 285 EC 303 016

Brandt, John E.
Triennial Reevaluation of Special Needs Students: A Review of Best Practices and Other Considerations.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Convention of the National Association of School Psychologists (25th, Washington, DC, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Diagnosis; Educational Legislation; *Educational Practices; Elementary Secondary Education; *Evaluation Methods; Federal Legislation; Psychological Evaluation; School Districts; *School Psychologists; Staff Role; *Student Evaluation
IDENTIFIERS- Individuals with Disabilities Education Act; *Maine; *Triennial Evaluations

This paper reviews the literature on triennial reevaluation of students with disabilities, discusses the legal requirements of the Education for All Handicapped Children Act of 1975 and the literature concerning children with disabilities is divided into two distinct approaches: (1) the "I am" attribute which deals with emotional adjustment and helps the child to develop positive self-esteem, personal competency, and self-reliance; and (2) the "I can" attribute which deals with physical activity and is related to feelings of competence and control of circumstances. Play therapy focusing on emotional development can be nondirective (person-centered), which does not have specific activities planned, or directive, which uses specific activities selected by the therapist. Play therapy aimed at physical development may involve intensive play, coordination and motor skill activities, and therapeutic toys. Accommodations for children with disabilities can involve adaptation of toys and adaptations in the child's setting. The paper recommends that play therapy be considered in the overall treatment plan by mental health and pediatric nurses; that the professional play therapist work with the treatment team; and that the parents be involved in treatment. (Contains 39 references.) (JDD)

ED 370 304 EC 303 036

Stolte, Joanne B.; Biester, Thomas W.
Overcoming Barriers to Science Careers: An Investigation of Deaf Students' Career Development in Science.
PUB DATE- Apr 79
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1979).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Attitude Change; *Career Development; *Career Education; Career Guidance; *Deafness; Developmental Programs; *Program Effectiveness; *Science Careers; Science Interests; Secondary Education; *Student Attitudes; Vocational Interests

This paper examines the impact of a science career development program especially designed for students with deafness, titled "Is Science a Possible Career for You?" The program materials are designed for adolescents in residential school, day school, or mainstream settings where students use oral, finger spelling and speech, or total communication techniques. Lessons can be infused into an existing course and/or program. Program activities enable students to assess their interests, learn about the role of science in society, explore science careers, and explore the possibility of a science career for themselves. A field test was conducted at nine sites, involving approximately 130 students. Two evaluation forms were developed for use in the impact study--the Awareness of Science Form and the Student Attitude Inventory. Results indicated that students demonstrated growth in awareness of the nature of science, scientists, and the scientific enterprise. Extremely positive results were exhibited in students' attitudes toward the potential of deaf persons in science careers. There was only very slight evidence to indicate that students developed increased positive attitudes toward science and science careers and increased positive self-concept. (Contains 14 references.) (JDD)

ED 370 305 EC 303 037

French, Mary O.

Kleinert, Harold; And Others
Personal Futures Planning Project for Individuals with Deaf Blindness. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 367p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultation Programs; *Deaf Blind; Education Work Relationship; Federal Programs; *Long Range Planning; Models; Program Development; Program Evaluation; Program Implementation; Secondary Education; Social Integration; Training; *Transitional Programs
IDENTIFIERS- Kentucky; Personal Futures Planning

The Personal Futures Planning Project created a person-centered planning model for developing and implementing individually designed transition services for 30 secondary-age youths with deaf-blindness in Kentucky. Project activities included: providing training and consultation in personal futures planning, providing consultation in planning and developing services based on outcomes of the individual's "dreams," providing training to specific parents and professionals who could assist local teams, disseminating the model to other parents and local teams, and developing a method of evaluating the outcomes. The project developed and implemented strategies to increase the involvement of individuals with deaf-blindness into integrated school and community settings, to help others see the strengths of the individual, and to encourage active listening to the individual and/or the family. This was accomplished by developing a futures vision for the life of the person based on his/her preferences. The process appeared to refocus the efforts of those involved to better match their efforts with what the individual wanted. This report discusses project goals and objectives, the project's conceptual framework, evaluation findings, and project impact. Appendices provide numerous project documents, such as a description of the Summer Institute on Community Integration, evaluation summaries of project training activities, participant observation summaries, project newsletters, and a 67-page facilitators training manual. (JDD)

ED 370 324 EC 303 056

Stoecklin, Vicki L.
Advocating for Young Children with Disabilities.
PUB DATE- Apr 94
NOTE- 35p.; A product of the Great Lakes Resource Access Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; *Disabilities; Elementary Secondary Education; Parent Participation; *Parent Rights; *Parent Role; *Parent School Relationship; Preschool Education; Special Education; Staff Role; Standards; Student Rights; Teacher Role
IDENTIFIERS- *Project Head Start

This theme issue provides an overview of how parents and professionals can be involved in advocacy efforts for children

Acquisition: A Reaction-Time Study of Korean-English Bilinguals" (Rosa Jinyong Shim); "An Analysis of Televised Telephone Conversations" (Nina Skokut); and "The Pragmatics of 'No!': Some Strategies in English and Arabic" (Paul B. Stevens). (LB)

ED 370 345 FL 021 190

Milne, Rosemary; Clarke, Priscilla
Bilingual Early Childhood Education in Child Care and Preschool Centres.
PUB DATE- 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); *Bilingual Education Programs; *Day Care Centers; *Early Childhood Education; Elementary Education; *English (Second Language); Foreign Countries; Language Maintenance; Multicultural Education; National Surveys; Native Language Instruction; Policy Formation; Program Administration; Program Design; *Public Policy; Second Language Instruction; Teacher Education
IDENTIFIERS- *Australia

An Australian study developed recommendations, policies, models, and strategies for the establishment, maintenance, and evaluation of bilingual education programs in preschool and child care centers, as either full bilingual programs or bilingual components of other programs. Results are presented here. The methodology used was to describe and evaluate aspects of existing bilingual programs in child care centers and preschools and follow the transition of some participating children to elementary schools. The report begins with recommendations in four groups: those concerning public policy, for policy-makers and government agencies; those concerning preservice and inservice education for early childhood teachers; recommendations regarding program construction, implementation, and evaluation; and suggestions for the professional association (Free Kindergarten Association Multicultural Resource Centre) sponsoring the study, to ensure that recommendations result in action and to guide some future activities. A brief rationale follows each group of recommendations. The second section of the report offers policy recommendations that might be used in the policy statements of child care centers and preschools. Section 3 describes considerations in developing a bilingual program, and offers several broad models. Section 4 describes the research project from which these recommendations emerged. The final section summarizes the study's findings. Contains 27 references. (MSE)

ED 370 346 FL 021 619

Chamot, Anna Uhl; And Others
Learning Strategies in Japanese Foreign Language Instruction. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 93
NOTE- 223p.; For related High School and College Resource Guides, see FL021620.
LANGUAGE- English

FFA Members and Their Advisors" (Washington et al.); "Learning and Teaching Styles of Agricultural and Technology Education Teacher Educators and Preservice Teachers" (Raven et al.); "Comparison of Learning Styles, Teaching Styles and Personality Types of Preservice Student Teachers at Two Western Universities" (Whittington, Raven); "Agricultural Education Preparation Programs in the Western Region" (Cvancara, Nelson); "Comparison of Undergraduate Major and Preservice Teachers' Performance on a Standardized Subject Assessment Exam; and Technical Competence as Perceived by Cooperating Teachers" (Baker, Malle); "Homeowners' Attitudes about the Use of Lawn Chemicals" (Byrum, Elliot); "Enrollment Changes in Idaho Agricultural Sciences and Technology Programs Which Occurred after Program Delivery Changes" (Mundt, Nesbitt); "Agricultural Mechanics Laboratory Safety" (Lawver); and "Relationships between Student Safety Attitude and Selected Variables" (Lawver). Critiques follow each paper. (MN)

ED 369 887 CE 066 204

Padak, Nancy; Rasinski, Tim
Family Literacy Programs: Who Benefits? Occasional Paper #2.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
PUB DATE- Mar 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Educational Benefits; Elementary Education; *Family Programs; *Intergenerational Programs; *Literacy Education; *Outcomes of Education; Parent Child Relationship
IDENTIFIERS- *Family Literacy

Family literacy programs have been demonstrated to have significant and widespread benefits for children, parents, families, and society. Documented benefits of family literacy programs to children appear in the following areas: children's achievement in school, school attendance, oral language development, reading comprehension and vocabulary, writing, self-esteem and school attitudes, and health. Studies have also shown that parents who participate in family literacy programs achieve gains in employment status and job satisfaction and demonstrate improved attitudes about education, reading and writing ability, math and science knowledge, and knowledge of parenting skills and child development. Families who have participated in family literacy programs have been shown to learn to value education, become more involved in schools, and become emotionally closer. Research has also confirmed that family literacy programs have positive effects on the following social problems: nutrition and health problems, low school achievement and high school dropout rates, teen parenting, joblessness and welfare dependency, and social alienation. (Contains 58 references.) (MN)

ED 369 888 CE 066 207

Bjorkquist, David C.
Snapshots from Tanzania.
PUB DATE- 7 Dec 92
NOTE- 19p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

It is based on the success of Project ELI (Education, Labor, and Industry). An introduction defines terms. Section 1 addresses the need for workplace education. Section 2 discusses preliminary planning: establishing the joint committee and initial planning group; developing worker, union, and management goals; seeking funding sources; role of educational providers; and formulating a plan. Sections 3 and 4 focus on the roles of the joint committee and peer counselors. Section 5 considers the needs assessment. Section 6 discusses funding sources. Steps in developing the educational plan are described in section 7: formulating a statement of program goals and needs, using workplace-based curricula, choosing the teaching staff, and job-linked learning. Section 8 focuses on creating the learning environment. Section 9 addresses marketing and managing the program, including confidentiality and recordkeeping; initial interviews, testing, and assessment; and exit evaluations. The focus of section 10 is on tracking program progress: interpreting statistical measures, informal program monitoring, and testing. Section 11 describes developing worker-centered curriculum for both specific and basic skills. The conclusion highlights roles, basic principles, and procedures. Appendixes include sample needs assessment questions and program participation statistics. (YLB)

ED 369 905 CE 066 289

Gordon, Jean
Systems and Procedures of Certification of Qualifications in the European Community. Comparative Analysis. CEDEFOP Panorama.
PUB DATE- Jul 93
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Apprenticeships; Articulation (Education); Comparative Analysis; Cooperative Planning; Educational Cooperation; Educational Trends; *Employment Qualifications; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; International Cooperation; Legal Responsibility; Standardized Tests; Standards; *Student Certification; *Student Evaluation; Systems Approach; *Vocational Education
IDENTIFIERS- *European Community

The European Centre for the Development of Vocational Training (CEDEFOP) commissioned 12 experts in the vocational training (VT) systems of the individual member states of the European Community (EC) to develop monographs describing the EC members' VT systems and procedures/systems for certifying vocational qualifications. The 12 national studies were then analyzed to identify similarities and differences among the certification systems with respect to the following: underlying concepts, creation, and legal and institutional structures involved in implementation; access to qualifications; organizing principles of certification and examinations and examiners; trends and recent developments; and issues in certifying VT. The analysis revealed that all 12 countries are concerned with access to and parity of VT but are attempting to address both issues in different ways. To date, there is no official infrastructure to advise EC members on mobility of vocational trainees/students and workers between countries; however, pan-European projects are investigating the possibility of establishing equivalencies, and various bilateral agreements are experimenting with joint accreditation. (Appended are the

*Tech Prep

The chronic scarcity of career jobs and increased demands for mental ability in the workplace have necessitated school-to-work (STW) transition programs that prepare noncollege-bound youths not only for their first full-time job but also for continued learning and career transitions throughout their working lives. Among the main ideas advanced for improving the STW system are integrating occupational and academic curricula, linking school with structured work experience, and creating formal connections between secondary and postsecondary education. STW programs may be classified as either school-and-work arrangements that allow students to work and attend school during the same time period or else school-for-work program that provide instruction for the express purpose of preparing students for work. School-and-work programs exist in many high schools, secondary vocational centers, and two-year colleges. Two new innovations prompted partly by the 1990 Perkins Amendments are integration of vocational and academic curricula and tech prep programs linking high schools and two-year colleges. Numerous studies have examined these new STW programs/strategies; however, the research has remained limited in several respects. (Appended are examples of STW programs/program elements and their locations. An 85-item bibliography and 34 figures/tables are included. Contains 235 references.) (MN)

ED 369 924 CE 066 337

School-to-Work Opportunities Act of 1994. Conference Report to Accompany H.R. 2884. House of Representatives, 103D Congress, 2d Session.
PUB DATE- 19 Apr 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); Career Counseling; Career Guidance; Educational Legislation; Educational Needs; *Educational Opportunities; *Education Work Relationship; Federal Legislation; Financial Support; Grants; Noncollege Bound Students; Partnerships in Education; Postsecondary Education; *Program Development; Program Implementation; Secondary Education; State Federal Aid; *Transitional Programs; *Vocational Education; Work Experience Programs; Youth Employment; *Youth Programs
IDENTIFIERS- Congress 103rd; *School to Work Opportunities Act 1994

This conference report outlines the proposed House of Representatives and Senate compromise regarding disputed provisions in the proposed School-to-Work Opportunities Act of 1994. First, Congress' findings regarding the education needs of noncollege-bound students, youth employment, work-based learning, and educational attainment in the United States are summarized. Next, the major purposes of the proposed School-to-Work Opportunities Act of 1994 and Congress' intent in passing it are outlined, and pertinent definitions are presented. The remainder of the report consists of the proposed compromise text of tities I-VII of the act, which deal with the following: School-to-Work Opportunities basic program components, system development and implementation grants to the states, federal implementation grants to local partnerships, national programs, waiver of statutory and regulatory requirements, general provisions, other programs, and technical provisions. (MN) substantive responsibilities, take on responsibility for others, and are called to solve problems at the policy level; when requirements of their expertise change; when the context in which they operate changes qualitatively; and when the technologies they use in their work change. Seven major programs address the educational and developmental needs of the state work force: management confidential program, public service training program, Civil Service Employees Association program, agency-specific programs, tuition-reimbursement, joint labor/management sponsored training projects, and the United University Professions program. Tasks that lie ahead for New York are integrating all programs; being more sensitive to nontraditional development opportunities; learning more about the training and development programs being used in the corporate world; and forecasting future employment needs. (YLB)

ED 369 942 CE 066 380

Focus on Food Labeling. An FDA Consumer Special Report.
PUB DATE- May 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Consumer Education; *Consumer Protection; Dietetics; Federal Legislation; *Federal Regulation; Food; *Food Standards; *Nutrition
IDENTIFIERS- *Food Labels

This special issue is designed for those who want to know all they can about the new federal requirements for nutrition information on food labels. Nine articles are included. "Good Reading for Good Eating" (Paula Kurtzweil) addresses mandatory nutrition labeling, the nutrition panel, nutrient content and health claims, and ingredient labeling. "Cooking Up the New Food Label" (Judith E. Foulke) describes the process of writing the regulations. "Look for 'Legit' Health Claims on Foods" (Dixie Farley) covers definitions and restrictions, new claims, guidelines for using health claims, and denied claims. "A Little 'Lite' Reading" (Dori Stehlin) focuses on 11 core terms related to nutrient content claims: free, low, lean, extra lean, high, good source, reduced, less, light, fewer, and more. "'Nutrition Facts' to Help Consumers Eat Smart" (Kurtzweil) describes the format of the new nutrition label, called 'Nutrition Facts.' "'Daily Values' Encourage Healthy Diet" (Kurtzweil) focuses on the 'daily values' term and describes two sets of reference values for nutrients that serve as the basis for calculating percent daily values--Daily Reference Values and Reference Daily Intakes. "Ingredient Labeling: What's in a Food?" (Marian Segal) addresses the requirement that ingredients for all standardized foods be listed on the label. "Nutrition Info Available for Raw Fruits, Vegetables, Fish" (Kurtzweil) concerns guidelines for voluntary labeling of raw produce and fish. "The Food Pyramid-Food Label Connection" (Etta Saltos) discusses how to use the label information to follow the Dietary Guidelines for Americans. (YLB)

ED 369 943 CE 066 381

Kline, Peter; Saunders, Bernard
Ten Steps to a Learning Organization.
PUB DATE- 93
NOTE- 241p.
LANGUAGE- English

Diagnosticity ratings were obtained from task experts to identify those content categories and procedures that would best discriminate among levels of examinee performance and specify the relative proportion of test questions to select. A probability-based inference network was used to score examinee responses and model a more complex pattern of relationships between knowledge and performance. A 100-question knowledge test was developed and used to test the land navigation skills of 358 Marines. Five hands-on proficiency tests (designed to evaluate planning, location, distance, direction, and movement skills) and a work sample performance test were also administered to the Marines. The 0.58 correlation between the job knowledge and hands-on tests and 0.42 correlation between the job knowledge and performance tests were interpreted as evidence supporting the utility of cognitive methods for improving job knowledge tests. (Contains 81 references.) (MN)

ED 369 962 CE 066 437

Army National Guard. Officer Candidate Training Should Be Consolidated at One Site. Report to the Secretary of Defense.
PUB DATE- Mar 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consolidated Schools; *Cost Effectiveness; Educational Needs; *Facility Requirements; *Military Schools; *Military Training; *Officer Personnel; Postsecondary Education; Program Costs; Program Improvement
IDENTIFIERS- *Army National Guard

The operations of the 50 Army National Guard (ARNG) schools were reviewed to determine if the ARNG could meet its officer needs more effectively and economically. The study examined the following: (1) the numbers of officers being produced by the various ARNG commissioning sources, particularly the state officer candidate schools (OCS); (2) the recent consolidation of portions of the state OCS programs; and (3) the potential for increasing economies through further consolidation. The study found that the ARNG officer requirements and the number of officers commissioned through the state OCS program has declined by one-third since 1988 and could decline further. The ARNG has begun consolidation of two of the three phases of officer training, but this will not reduce the number of schools in operation. Consolidation of ARNG commissioning training at a single site would offer additional opportunities to enhance the quality of the program and cut costs by closing the state programs. Although the Army considered consolidating all its OCS functions at Fort Benning, it rejected such an approach on the following grounds: Fort Benning does not have sufficient capacity to train the ARNG candidates, candidates would not be willing to attend a centralized program, and the quality of the consolidated program would not be superior to the state programs. Available evidence, however, suggests that a centralized OCS program for the ARNG would provide equal or higher quality officer training at a lower cost. (The Department of Defense's response to the study, which generally rebuts the study conclusions, is included.) (KC)

ED 369 963 CE 066 438

Multiple Employment Training Programs. Most Federal Agencies Do Not Know If Their Programs Are Working Effectively. Report to the Ranking Minority Member, Committee on Labor and Human development; development and use of appropriate technologies; encouragement of excellence in distance teaching; and establishment of guidelines for disbursement of funds. Recommendations designed to foster the quality of processes used in distance education involved consideration of course materials and their teaching and learning arrangements and of interactions among institutions, lecturers, and students. Indicators for monitoring and evaluating the quality of distance education were identified and organized under policy development, organization and resource management, and processes of distance education. (Appendixes include indicators of quality, views of teachers and institutional clients of distance education centers regarding quality and annotations of 57 selected works.) Contains 99 references. (YLB)

ED 369 981 CE 066 478

Dodds, Tony
Distance Education and Education for All by the Year 2000: Challenges for the Nineties.
PUB DATE- Feb 92
NOTE- 11p.; Paper presented at the Distance Education Conference: Strengthening Partnerships (Gaborone, Botswana, February 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; Delivery Systems; *Developing Nations; *Distance Education; *Educational Improvement; *Educational Needs; *Educational Trends; Foreign Countries; Futures (of Society); Postsecondary Education; Secondary Education; *Teaching Methods
IDENTIFIERS- Botswana

Distance education has grown tremendously in the past 20 years, especially in developing countries, but it faces many challenges as it moves toward the 21st century. The most common current uses of distance education include university and higher education, teacher education, vocational and professional upgrading, substitute secondary education for adults and adolescents, and adult basic and nonformal education, all conducted at a distance. A recent study concluded that distance education seems to be here to stay and is likely to expand. It seems to be well established at the university level and in teacher education; secondary and adult basic education distance education programs have been successful but lack recognition. Distance education can be economical if conducted in large enough programs to achieve economies of scale. Problems and challenges facing distance education, especially in developing countries, fall into the areas of material development and delivery, tutorial and student support services, administrative structures, and political commitment and understanding. A tentative agenda for the development of distance education in countries such as Botswana could include the following: small-population, specialized courses; primary and secondary teacher training and upgrading; courses for adults and young adults, mainly in job skills; courses for school dropouts from primary schools; and courses in basic literacy for adults. Some of these courses would require intensive preparation, especially those for low-literacy adults, and would require more personal meetings than the other types of distance education. Distance education should be seen as a supplementary rather than an alternative form of education and should be of equal quality as other types of education. (KC) student supplements, and job sheets. The teacher's edition contains the following: supplementary materials on use of the publication; a competency profile; an instructional and task analysis; and a list of related academic and workplace skills. All the unit components focus on measurable and observable learning outcomes; units of instruction are designed for use in more than one lesson or class period of instruction. The 14 instructional units in this course are grouped into five sections that cover the following topics: introduction to the surgical environment (including professional responsibilities, interpersonal relationships, communication skills, and legal and ethical responsibilities); medical terminology; safety; microbiology; and pharmacology. Contains 32 references. (KC)

ED 369 999 CE 066 613

Bushey, Vicki; And Others
Surgical Techniques. Second Edition. Teacher Edition.
PUB DATE- 94
NOTE- 984p.; For a related document, see CE 066 612.
LANGUAGE- English
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations Education; Biomedical Equipment; Classroom Techniques; *Course Content; *Job Skills; Job Training; Learning Activities; Lesson Plans; Medical Services; Postsecondary Education; Secondary Education; *Surgery; *Surgical Technicians; Task Analysis; Teaching Methods; Test Items; Units of Study

This instructor's manual contains 18 units of instruction for a course on surgical technology designed to include the entry-level competencies students need as a surgical technologist. Each unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, assignment sheets and answers to assignment sheets, written test and answers to written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, and job sheets. In addition, the teacher's edition contains the following: supplementary materials on use of the publication; a competency profile; an instructional and task analysis; a list of related academic and workplace skills; and a tools, equipment, and materials list. All the unit components focus on measurable and observable learning outcomes; units of instruction are designed for use in more than one lesson or class period of instruction. The 18 instructional units in this course are grouped into 3 sections that cover the following topics: aseptic technique, patient care, and supplies and equipment. Contains 40 references. (KC)

ED 370 000 CE 066 614

McClain, Gerald R.
Mechanical Drafting with CAD. Teacher Edition.
PUB DATE- 93
NOTE- 812p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Design;

Education Programs.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling Psychology; *Counselor Educators; Counselors; *Counselor Training; Higher Education; *Internship Programs; *Practicums; Practicum Supervision; Professional Education; Student Experience
IDENTIFIERS- *Council for Accred of Counsel and Relat Educ Prog

In spite of the importance of practicums and internships in counselor preparation, counselor educators have available to them little empirical knowledge on the organization and administration of these domains. So as to determine existing practices and to establish baseline information, this article reports on the practicum and internship practices of counselor education programs approved by the Council for Accreditation of Counseling and Related Programs (CACREP). Eight categories were profiled: (1) demographic information on the counselor education department; (2) role of the practicum/internship coordinator; (3) role of counselor education faculty in practicum/internship; (4) evaluation of supervised experiences/supervision; (5) relationships with sites, site selection, and placement; (6) supervision practices and requirements; (7) on-site issues/problems; and (8) attitudes toward practicum and internship coordination. Thirty-six counselor education programs responded to the questionnaire. More than 60% of practicum/internship coordinators--the targeted group--felt that their work was valued and that their roles were understood. The results show many divergent roles attending practicum and internship coordination, which reflects the lack of guidance in the literature for standardized practices in this area. (RJM)

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ED 370 020 CG 025 355

Congleton, G. Kam; Calhoun, Lawrence G.
Post-Abortion Perceptions; A Comparison of Self-Identified Distressed and Nondistressed Populations.
PUB DATE- Aug 93
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Abortions; *Coping; *Emotional Adjustment; *Emotional Response; Females; Life Events; Stress Management; Stress Variables; Values; Well Being

Following the 1973 Roe vs. Wade decision, the psychological impact of abortion has been a focus of research in the United States. This study investigated the experiences of 25 women who described themselves as responding in an emotionally distressed manner to abortion and a comparison group of 25 women reporting more relieving/neutral responses. Participants were volunteers from various regions of the country. Current and initial stress response to the abortion, general mental health, and demographic characteristics were assessed quantitatively, and interviews explored subjective perceptions. The distress group had significantly higher scores on initial stress response and religiosity, were more often currently affiliated with bids. Half the toddlers used only one strategy to attain peer interaction, while half used from two to six sequenced strategies. In 46 percent of the events, the toddler physically left the area, while 34 percent of the time toddlers ended the interaction without leaving the area. Most toddler bids for social peer interactions were unsuccessful and teachers only attempted to assist in 15 percent of the cases. Care givers may need more training to notice toddlers' ineffective social bids and to find creative, minimally intrusive ways, to facilitate toddlers' social interaction. (Author/RJM)

ED 370 040 CG 025 418

Long, Maribeth
Occupational Sex-Role Stereotyping in Secondary Students.
PUB DATE- 25 Apr 94
NOTE- 83p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Occupational Aspiration; Occupations; *Role Perception; Secondary Education; *Secondary School Students; *Sex Role; *Sex Stereotypes; Social Bias; Stereotypes
IDENTIFIERS- *Occupational Stereotypes

Research over the past 25 years indicates that children's persistent stereotyping of career roles influences their career choices. The following eight independent variables are examined so as to understand secondary school students' occupational sex-role stereotyping (OSRS): (1) gender; (2) socioeconomic status of the parents; (3) mother's employment outside the home; (4) parent's formal education; (5) family structure; (6) classification of the student; (7) size of school district; and (8) nationality. Scores from the Occupational Sex-Role Stereotyping Instrument supplied the dependent variable. The sample of 173 females and 151 males, representing grades 9 through 12, was from the Midwest. In addition to the OSRS Instrument, participants filled out a demographics questionnaire that addressed the eight independent variables. The following results were obtained: (1) females reported less OSRS than males; (2) white students reported less OSRS than their nonwhite counterparts; (3) no association existed between parents' socioeconomic status and OSRS; (4) OSRS was not affected by mothers working outside the home; (5) the parent's level of education did not influence OSRS; (6) there was no association between family structure and OSRS; (7) a student's classification did not affect his or her OSRS; and (8) no correlation was found between the size of the school and OSRS. (Contains 44 references.) (RJM)

ED 370 041 CG 025 419

Saks, Alan M.; And Others
Discriminatory Questions and Applicant Reactions in the Employment Interview.
PUB DATE- 21 Aug 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Discrimination; *Employee Attitudes; Employer

provides parents the techniques to improve their relationship with their children. Presented in two parts, Part One of the program lays the foundation for change. Topics in this section include strategies on understanding children, addressing problem behaviors -- with emphasis on adolescent drug use and youth gangs -- and developing personal action plans. Part Two discusses how to change behavior and improve the parent/child relationship. Offered are tips on parental support; understanding the dynamics of change; managing conflicts; active listening; communicating parent's views; building positive self concepts; being consistent; elaboration of expectations, standards, and values; and promoting family unity. The closing unit reviews the previous material and presents themes for parents to master. Included are handouts which can facilitate self-help support groups. (RJM)

ED 370 060 CG 025 458

Strader, Scott C.
Non-Custodial Gay Fathers: Considering the Issues.
PUB DATE- 22 Aug 93
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Child Custody; Child Rearing; Children; Divorce; Family Life; Family Problems; *Fathers; *Homosexuality; *Parent Child Relationship; Parent Role
IDENTIFIERS- *Homosexual Parents

This paper applies what is currently known about gay fathers to the more specific issues of the non-custodial gay father. Good parenting is not easy for any father, but being a successful gay father is even more difficult. Since the gay father is typically a non-custodial parent, he must deal with his grief about the loss of contact and quality time with his children. He must work to maintain healthy parent-child relationships while establishing, developing, and feeling proud of his gay identity. Homosexuality's stigma still affects gay fathers and their children and while the transition from the heterosexual to the gay world is not easy, the gay father can successfully accomplish this move. Psychologists should inform themselves on the issues these non-custodial fathers may present and be able to refer such fathers to community resources as well as provide information that gay fathers may need in the integration of their two identities. More research on this issue is needed. Questions such as how gay men adjust to life as a non-custodial parent after divorce and how this adjustment differs from that of the nongay father remain to be answered. (RJM)

ED 370 061 CG 025 459

Holden, Ronald R.
Response Latency Detection of Lying on Personnel Tests.
PUB DATE- Aug 93
NOTE- 10p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

ED 370 080 CS 011 702

Dimakos, Ioannis C.; Porpodas, Constantine D.
Written and Oral Production of Non-Narrative Information in Greek Elementary School Students.
PUB DATE- Aug 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Descriptive Writing; Elementary Education; *Expository Writing; Foreign Countries; Information Sources; *Language Processing; Language Proficiency; Language Skills; Protocol Analysis; Writing Research
IDENTIFIERS- *Expository Text; *Greece; Idea Generation; Text Factors

The production of non-narrative information (descriptive versus expository) across written and oral modes was examined for second-, fourth-, and sixth-grade Greek elementary school students. Written and oral protocols were taken from a total of 240 students at each of 3 grades and evaluated according to: (1) the size of the text produced, measured in the number of idea units produced; and (2) the thematic content of the idea units produced. Results showed a significant increase in the size of written texts produced for both expository and descriptive information between second- and fourth-grade students, and second- and sixth-grade students, but not between fourth- and sixth-grade students. However, such patterns were not revealed for oral protocols. In terms of descriptive information, grade and mode had a significant effect on the total number of idea units produced and the amount of thematically relevant and thematically irrelevant descriptive ideas units produced. In terms of expository information, grade had a significant effect on the total number of expository idea units produced, grade and mode had a significant effect on the amount of thematically relevant expository idea units produced, and the amount of irrelevant expository idea units produced. The lack of significant differences across grades in oral modes may be due to the formal educational programs that stress development and refinement of written skills as opposed to oral skills. Findings also suggest that developmental progression in skills may reach an equilibrium between grades four and six. (Contains six figures of data.) (Author/RS)

ED 370 081 CS 011 703

Behm, Mary; Behm, Richard
Let's Read! 101 Ideas To Help Your Child Learn To Read and Write. Bilingual Edition. Revised Edition = Leamos! Prepare a sus hijos a leer y escribir: 101 Ideas. Texto Bilingue.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 126p.; Published with EDINFO Press. Supersedes previous edition, see ED 358 443. New material consists of "Preface" and "For More Information."
LANGUAGE- Spanish; English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

"badly edited, ineptly glossed, and inexcusably bowdlerized" (Levin, 1976). What is studied in schools is a version, or rather a "perversion" of Shakespeare controlled by narrow religious, sexual, racial, and social interests. A fear of laughter and cultural elitism, among other things, informs the choice of "Romeo and Juliet," "Julius Caesar," "Macbeth," and "Hamlet" for inclusion in the current high school curricula. An alternative curriculum, which might be called "The Other Shakespeare," could represent the balance of tragedy, history, comedy, and romance that readers and viewers have come to expect since the publication of the first folio. The purpose of such a curriculum would be to stimulate discussion about feminism, drugs, war, racism, human sexuality, religious and political persecution, terrorism and other issues. Choices such as "A Midsummer Night's Dream" (for freshmen); "The Merchant of Venice" (for sophomores); "Othello" (for juniors); "The Winter's Tale" or "The Tempest" (for seniors) would raise these issues. Ideally, the curriculum should remain open, and plays should be taught on a rotating basis in accordance with the expertise and scholarly interests of the teacher and the capacities of the students. Teachers and students must be aware of the pressures to sanitize and standardize the curriculum and exert the necessary counterforce (such as smuggling in Xeroxed copies of plays or personal copies of videotaped productions) to reform the teaching of Shakespeare in high school classrooms. (SAM)

ED 370 102            CS 214 303

Coogan, David
Towards a Rhetoric of On-line Tutoring.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Electronic Mail; Higher Education; *Teacher Student Relationship; *Tutoring; Writing (Composition); *Writing Processes
IDENTIFIERS- Computer Assisted Writing; Computer Mediated Communication; Writing Contexts

Electronic mail-based tutoring of undergraduate writing students upsets the temporal basis of the face-to-face paradigm for writing tutorials. Taking place in real time in a specified place, the face-to-face tutorial session has a beginning, middle and end. Further, the session must have a tangible point. By contrast, in on-line tutoring, time is boundless; the power dynamics of tutoring is changed, and the text itself is decentered. Such a system fosters an informal dialogue at the level of ideas instead of personality. Without the distracting elements of personality, computer mediated discourse establishes a more egalitarian atmosphere. The catch-all theory is that the paper-bound environment creates vertical relationships while the paperless environment creates horizontal relationships, precisely because the student's "property" (in the paperless environment) is disembodied, less clearly marked. In a electronically based exchange, the teacher asks the student, implicitly or explicitly, to re-envision his or her writing, to use writing to improve his or her writing. The pedagogical idea is to encourage students to write by

NOTE- 464p.; For 1989 edition, see ED 307 633.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Electromechanical Aids; Elementary Education; Language Acquisition; *Language Arts; Library Role; *Reading Instruction; Special Needs Students; *Teaching Methods; Vocabulary Development; *Writing Instruction
IDENTIFIERS- Trade Books

Continuing an emphasis from earlier editions on such areas as early education and the use of electronic teaching aids as an integral aspect of the classroom program, this book views language arts instruction as based on a comprehensive instruction plan composed of many different teaching strategies and types of materials. This edition of the book recognizes promising developments in elementary education, including writing as a way of learning in all curriculum areas; the increased use of nonfiction trade books in science and social studies; the integration of skill learning in unit and thematic teaching of topics; and the inclusion of special-needs students in the regular classroom. Chapters in the book are: (1) Language and the Language Arts; (2) Teaching the Language Arts; (3) Language Learning and the Young Child; (4) Beginning Language Arts Programs; (5) Using Oral Language; (6) Listening, Thinking, and Learning; (7) Grammar and Language Usage; (8) Learning about Words: Vocabulary, Spelling, and Dictionary Use; (9) Writing by Hand and Machine; (10) The Writing Process; (11) Writing in the Classroom Program; (12) Children and Reading; (13) Reading and Studying; (14) The Library Media Center; (15) Children and Books; and (16) Serving Children with Special Needs. A list of addresses of publishers, distributors, and organizations is attached. (RS)

ED 370 121 CS 214 332

Proceedings of the Conference of the American Journalism Historians Association (Lawrence, Kansas, October 1-3, 1992). Part I: Journalism History before the Twentieth Century.
PUB DATE- Oct 92
NOTE- 488p.; For Part II of this Proceedings, see CS 214 333.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Civil War (United States); Editors; *Journalism; *Journalism History; Legal Problems; Libel and Slander; Media Research; *United States History
IDENTIFIERS- Abolitionism; African Americans; Canada; Journalists; Massachusetts (Boston); Missouri; North Carolina; Penny Press; Texas

This proceedings contain 18 papers on American journalism history before the 20th century. Papers in the proceedings are: "Military and Press Discord during the Civil War: Foreshadowing of Future Disputes" (Maury M. Breecher); "The Missouri Press Association: A Study of the Beginning Motivations, 1867-1876" (Stephen A. Banning); "The Detroit Evening News: Nonpartisan, Reform Journalism in the 1870s: 1876-1877" (James Bow); "The Blood of Kansas and the New York Penny Press" (Gary L. Whitby); "Selected Texas Newspaper Editorials and Spanish-American War Sentiment" (Douglas Ferdon and John Tisdale); "A Visible Minority: Literary Journalism's Story-Telling and Symbolism Spurred the Anti-Chinese Movement by Tacoma Daily Newspapers in 1885" (Myron K. Jordan); "American Crime and Trial Pamphlets an English professor surveyed about 100 students in several different composition classes regarding what they would do if given the opportunity to revise a class paper. More than 80% of the responses explicitly mentioned errors in spelling, mechanics, or grammar. Several students explicitly equated revision with editing. Students who tried to see revision as something more than mere editing met with varying degrees of success. Many students seemed to tie revision closely to teacher requests. In a related study, over 400 students rated the "helpfulness" of a variety of teacher comments. Findings offer additional evidence that students want to do what they think teachers want them to do. Students preferred teacher comments that told them just what to do and how to do it. Students might see revision in hierarchical terms--until they correct the errors pointed out by the teacher, they are not going to worry about trying to improve the content or organization of their ideas. The challenge for teachers is to decide what they really want and then let students know what it is. (Contains a diagram illustrating a hierarchy of needs.) (RS)

ED 370 140 CS 508 568

Weeks, Dennis L.
Fighting for Life in the Academy: Solutions to Gender Relationships from a Historical View.
PUB DATE- Mar 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; College Students; Educational History; Higher Education; *Sex Differences; Student Attitudes; *Teacher Behavior; Teaching Styles
IDENTIFIERS- *Communication Behavior; Communication Strategies; *Communication Styles; Male Female Relationship

Misunderstandings across communication situations frequently occur due to gender differences in communication styles, differences in either meanings or values attached to the linguistic symbols used to convey a message. An analysis of communication in the classroom based on Walter J. Ong's educational history, "Fighting for Life Contest, Sexuality, and Consciousness," and Deborah Tannen's "You Just Don't Understand: Men and Women in Conversation," suggests that stress for students and teachers alike may stem from the differences in the way that men and women teachers conduct discussions, make assignments and draw up syllabi. In most communication situations, the typical female response is non-agonistic; it centers on cooperation, feeling, emotion and connection. By contrast, the male pattern is hierarchical, argumentative and order-giving. Steps to help the teacher understand how these differences play into the classroom situation include (1) identifying the teacher's "stressor" (which gender style he or she leans toward and to what extent); (2) recognizing the difficulties that can occur when the teacher's gender style is different from the "ruling" style in the classroom; (3) acknowledging that female students can tolerate more in the way of step-by-step instructions and assignments intended to track students' progress; and (4) included in the California Center for School Restructuring's 5-month research and development project. Two teams from each school or district participate in each Protocol session. Each team conducts a four-part analysis of the school using input from the entire school community. The analysis includes a written preview, an oral introduction, a student work analysis, and reflection on feedback. Each Protocol session also includes six to eight reflectors who provide feedback and perspectives to help team members. Observers are key stakeholders in the state restructuring effort who make observations on the process as a learning system. A moderator represents different roles and is responsible for creating and maintaining a constructive atmosphere. Also included are a time format for the Protocol, advice from the research and development schools, and Protocol criteria. Appendices include Protocol design features, acknowledgements, an overview, and a list of participating bodies. (JPT)

ED 370 159          EA 025 504

Press, Harold L.
Costs and Consequences: An Examination of the Potential for Consolidation within the Education System and the Associated Costs. Background Report Prepared for Royal Commission on Education, Newfoundland and Labrador.
PUB DATE- 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Cost Estimates; *Costs; *Educational Finance; Elementary Secondary Education; Expenditures; Foreign Countries; State Church Separation
IDENTIFIERS- *Labrador; *Newfoundland

Newfoundland's denominational system of education--in which a small number of Christian denominations have the exclusive right to operate all publicly funded schools--has long been criticized for being both discriminatory and costly. This document presents findings of a study that examined the costs associated with Newfoundland's denominational education system and the costs associated with further consolidation. A cost-analysis model (restricted to an analysis of expenditures) compared four different education system models: (1) Model A, a denominational model based on current efficiencies (the status quo model); (2) Model B, a denominational model with a maximum level of school-district consolidation; (3) Model C, a nondenominational model based on the current level of efficiency; and (4) Model D, a nondenominational model with a maximum level of school-district consolidation. Data were obtained from Department of Education databases; expert panels, focus groups, and interviews; a survey of 10 school boards on operating costs; and a survey of 14 school boards on central-office staff costs. Findings show that implementation of Model D would result in a $6.8 million annual reduction from the status quo. Adoption of Model B would generate savings of approximately $21.3 a year; however, it would necessitate cutting teacher salaries and staff positions. A conclusion is that the real issue is one of how much change is best. Twelve figures and 23 tables are included. Contains 34 references. (LMI)

ED 370 160          EA 025 621

Rodgers, Linda

and resolving conflict, communicating effectively, resisting peer pressure, enforcing a discipline and conduct code, and creating a secure school. Chapter 3 discusses school and school district responses to gangs, such as graffiti removal teams, school safety and dress code policies, lists of school gang members, search and seizure issues, gang resistance curriculum, and partnerships with other organizations. The final chapter describes the roles to be played by school boards, the school district office, school-site administrators, teachers and school staff, and parents in gang prevention and intervention. Appendices contain California School Board Association (CSBA) sample policies on gangs, dress and grooming, and search and seizure; sample letters; and information on sharing confidential information. State and county contacts are also listed. Contains 43 references. (LMI)

ED 370 180 EA 025 800

An Examination of the Federal Role in School Finance. Hearings on Examining the Need for School Finance Reform, Focusing on the Adequacy of Educational Finance in the United States and Its Effect on the Quality of Education, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, 103rd Congress, First Session (July 26, 27, and August 3, 1993).
PUB DATE- 93
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Federal Government; Federal Regulation; *Finance Reform; *Government Role; Hearings
IDENTIFIERS- Congress 103rd

This document contains proceedings of hearings which examined the need for school finance reform, with a focus on the adequacy of educational finance in the United States and its effect on the quality of education. They also explored whether or not there should be a federal role in educational finance, and if so, what that role should be, and what the expectations should entail. This document contains testimonies and prepared statements made by Senators, education and economics professors, educators, administrators, policy analysts, a Congressman, an attorney, the governor of Colorado, and the mayor of Baltimore. (LMI)

ED 370 181 EA 025 801

Groff, Warren H.
Restructuring for the 90s and Beyond: Solution Based Learning in the Era of Smart Homes, Wired Communities, Fast Systems, Global Networks, and Fast Forward Learners in a Borderless World.
PUB DATE- Feb 94
NOTE- 145p.; Paper presented at the Educational Technology Conference of the New Jersey School Boards Association (February 26-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; *Educational Technology; Education Work Relationship; Elementary Secondary Education; Futures (of Society); Global Approach; Higher Education; Human Capital; *Information Technology; Institutional Mission;

mastery. (Contains nine references.) (MLF)

ED 370 201 EA 025 836

McCollum, Heather
School Reform for Youth At Risk: Analysis of Six Change Models. Volume I: Summary and Analysis.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *At Risk Persons; Curriculum Development; Early Intervention; Educational Change; Elementary Secondary Education; *High Risk Students; School Based Management; *School Restructuring

This document analyzes six school-reform models for at-risk youth. Part 1 examines three curriculum-based reform programs that explicitly target curriculum and instruction: Reading Recovery; Success for All; and the Academy model. These programs focus on changes in student achievement and work within the structure of existing schools. Part 2 describes programs that attempt to reorganize the traditional school structure. The Accelerated Schools Model, Comer schools, and school-based management projects are examples of governance-based reforms. Individual chapters describe program adoption, design, implementation, and results. Data were derived from: (1) site observations of and interviews conducted at both the original and a replication site for each model; and (2) document analysis. Findings indicate that successful reform requires time and money; almost all programs confer increased decision making on teachers; and programs that are broader in scope require implementation based on context. Curriculum-based reform demonstrates more predictable and immediate impacts on student learning and depends on individual teachers' skills and proficient management. Governance-based reforms have goals that are long-range and constantly changing and rely on sustained leadership and teacher commitment. Finally, regardless of the type of reform selected, greater professional opportunities for teachers may increase the chances of long-term institutional growth. (LMI)

ED 370 202 EA 025 837

Adler, Louise, Ed.; Gardner, Sid, Ed.
The Politics of Linking Schools and Social Services. The 1993 Yearbook of the Politics of Education Association.
PUB DATE- 94
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Agency Cooperation; Elementary Secondary Education; *Partnerships in Education; *Politics of Education; Public Schools; *School Community Relationship; *Social Agencies; Social Networks; *Social Problems; *Social Services

Linking schools and social services has become a national and international movement. This linking usually involves making a wide variety of services available to all family members, community development, cooperation among services, and systemwide change. This book provides a framework for discussing this issue. It examines the values behind linking tables. (LMI)

ED 370 222 EA 025 857

Davidson, Betty M.
School Restructuring: A Study of Curriculum and Instruction in Selected Accelerated Schools.
PUB DATE- Jan 94
NOTE- 38p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Education; Interprofessional Relationship; *Leadership Styles; *Organizational Change; *Organizational Communication; Resistance to Change; *School Based Management; *School Restructuring
IDENTIFIERS- *Accelerated Schools

This paper examines the change process that occurred in four elementary schools that implemented a participatory mode of school organization, the Accelerated Schools model. Methodology included document analysis and a total of 35 interviews with teachers, administrators, social workers, and parents. Findings indicate that: (1) the principal's leadership style affected teacher empowerment and curricular and instructional changes; (2) district restructuring, especially the movement toward site-based management, played an important role in the change process; and (3) universities can play a minor role by providing training and technical assistance to principals and teachers. Finally, creative communities of inquiry began to develop in three of the schools. One table and one figure are included. Contains 17 references. (LMI)

ED 370 223 EA 025 858

Nolan, Mary E.
Education in the Marketplace: School at Mall of America.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Curriculum Development; *Educational Innovation; *Educational Technology; Experiential Learning; Learning Processes; *Nontraditional Education; Program Development; *School Business Relationship; Secondary Education
IDENTIFIERS- *Mall of America MN; Minnesota

Educators have long acknowledged that not all learning occurs in a classroom. This paper describes an innovative educational program in Minnesota, where the educational facility was built in a dedicated space at the Mall of America. The program is based on an outcomes-based, transdisciplinary curriculum for 16- to 19-year-old youth, featuring the "School to Work" transition model, technology preparation, and service learning. The school is an arrangement between Mall of America management, who wanted to create a sense of community, and the Bloomington School District, which wanted to develop an lives, school governance, and school-community collaboration. The model is based on the belief that democracy must be modeled in the educational system, and includes these program elements: district and school-site teams; trained peer facilitators; a team-member conference; climate surveys and data collection; and action plans. (LMI)

ED 370 243 EA 025 885

Restructuring Learning: 1990 Summer Institute Papers and Recommendations by the Council of Chief State School Officers (Mystic, Connecticut, 1993).
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Processes; *Educational Innovation; Elementary Secondary Education; *Learning Processes; *Thinking Skills

In 1990, the work of the Council of Chief State School Officers (CCSSO) focused on restructuring learning--fundamentally changing the relationship among student, teacher, knowledge, and other students in ways that support the development of higher order learning for all students. This publication is part of CCSSO's effort to support attempts to restructure learning for all students. The chapters were commissioned by the council for its 1990 Summer Institute. Following the introduction, papers include the following: (1) "Working, Thinking, and Assessment" (Lauren B. Resnick); (2) "The Metacurriculum" (David N. Perkins); (3) "Styles of the Mind" (Robert J. Sternberg); (4) "Cultural Ways of Knowing: An Afrocentric Perspective" (Barbara J. Robinson Shade); (5) "Gender, Mathematics, and Science: Trends and Recommendations" (Marcia C. Linn); (6) "Teaching Science To Support Higher-Order Learning" (F. James Rutherford); (7) "Restructuring Mathematics Learning: Two Issues Beneath the Surface" (Kenneth M. Hoffman); (8) "Collaborative Research Classrooms: Grade School Environments That Promote Scientific Literacy" (Ann L. Brown and Joseph C. Campione); (9) "Work, Skills, and the Future of the American Economy" (Marc Tucker); (10) "Literacy as Reasoning Within Multiple Discourses: Implications for Restructuring Learning" (Sarah Michaels, Mary Catherine O'Connor, and Judith Richardson); (12) "Second-Language Acquisition, Bilingual Education, and Prospects for a Language-Rich Nation" (Kenji Hakuta); (13) "Evaluating Writing: The Promise of Portfolios as a Link Between Large-Scale Testing and Classroom Assessment" (Sarah Warshauer Freedman); (14) "Thinking Skills and Students Placed at Greatest Risk in the Educational System" (Asa Hilliard III); and (15) "Policy Statement: Restructuring Learning for All Students" (CCSSO). References follow each chapter. (LMI)

ED 370 244 EA 025 888

Tye, Kenneth
The Goal Orientation of the Principal: A Key Factor in the Success or Failure of School Change.
PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Emotional Development; *Interpersonal Competence; Program Development; *Social Development; Special Education; Special Needs Students
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning the promotion of social skills and emotional development in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introductory section points out that the first set of recommended practice indicators addresses adult-infant interaction, as it is assumed that adults are the primary and most important social partners of children under 3 years. As children grow, peer interactions become increasingly more important, and the second set of recommended practice indicators addresses supporting peer interaction. Fifteen recommended practices are then listed, covering parent-infant interaction (birth through 2 years) and peer social interaction (3 to 5 years). The practice indicators recommend that opportunities be provided for young children with disabilities to develop social competence across a variety of settings with parents, grandparents, brothers and sisters, other family members, peers with and without disabilities, or others, and when necessary, that intervention be provided to enhance this development. (JDD)

ED 370 263 EC 301 943

Horn, Eva M.
Interventions To Promote Adaptive Behavior Skills: DEC Recommended Practices.
PUB DATE- 93
NOTE- 8p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Program Development; Special Education; Special Needs Students
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning the promotion of adaptive behavior skills in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introductory section defines adaptive behavior in early childhood to include the components of self-care, community self-sufficiency, personal-social responsibility, and social adjustment. The paper presents a rationale for inclusion of adaptive behavior in early childhood/early intervention curriculum and discusses how the characteristics of adaptive behavior have direct implications for planning and implementing instruction. Nine recommended practices for adaptive behavior interventions are then listed. (JDD)

ED 370 264 EC 301 944

amendments found in the Individuals with Disabilities Education Act, and reports on a study of the triennial review process in Maine. A triennial assessment is legally required of every Maine student receiving special education services. A survey of Maine school districts found that 15 of the 90 respondents indicated that school psychological service providers were not used in either the initial assessment or the triennial review. Districts reported that the special educator was often the prime evaluator. Different views of the purpose of the triennial assessment are compared as are various forms of evaluation, including educationally based assessment versus psychologically based assessment, process oriented assessment, assessment of the Individualized Education Program, and curriculum-based measurement versus norm-based assessment. Guidelines for best practices in conducting the triennial evaluation are offered. These include consideration of the student's age, the need for a vocational or prevocational evaluation, and the nature and severity of the educational disability. School psychologists are urged to improve the linkage between assessment and intervention. (Contains 26 references.) (DB)

ED 370 286 EC 303 017

Parrish, Thomas B.
Federal Policy Options for Funding Special Education. Brief No. 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Categorical Aid; Delivery Systems; *Disabilities; Disability Identification; *Educational Economics; *Educational Policy; Elementary Secondary Education; Federal Aid; *Financial Support; Legal Responsibility; Noncategorical Education; Policy Analysis; Policy Formation; Regular and Special Education Relationship; School Restructuring; *Special Education; *Special Needs Students
IDENTIFIERS- Individuals with Disabilities Education Act

This policy brief addresses the issue of issue of whether or not current federal funding policy under the Individuals with Disabilities Education Act (IDEA) should be changed from an identification system to an overall population-based system. The current federal funding policy is described, in the context of the legislative history of IDEA. Arguments for change include: working outside special education is more cost-effective; some students may be better served outside special education; over-identification is now a major issue; and procedural safeguards would remain in place with a population-based system. Arguments against change include: the system would not be fair to states and districts with higher incidence rates; procedural safeguards cannot be maintained if students are not identified; a retreat from the traditional federal role of fostering and promoting special education services would occur; fiscal accountability would be jeopardized; and current levels of special education funding would be threatened. Implementation issues are also addressed. Among these are whether or not the expenditure of funds should be limited and whether states and districts should be "held harmless." Other adjustments to federal funding policy considered are cost-based adjustments and need-based adjustments. The paper proposes that selected states be granted waivers when making specific reform

Is Science a Possible Career for You? A Science Career Development Program Especially Designed for Deaf Students. Teacher/Counselor Guide.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 78
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; *Career Education; Career Guidance; Curriculum; *Deafness; Developmental Programs; *Learning Activities; *Science Careers; Science Interests; Secondary Education; Teaching Guides; Vocational Interests

This teacher/counselor guide presents a science career development program especially designed for students with deafness in residential schools, day schools, or mainstream settings. The program consists of three sections: "Why Consider a Career in Science?"; "What Do People in Science Do?"; and "How Do You Find Out If Science Is a Career for You?" The learning activities are designed as teacher-led discussions to be used with small groups, where much of the direction for the activity can be based on students' individual experiences. For each activity, the purpose is stated, materials needed are listed, background information is provided, guidance is given for conducting the activity, optional activities are noted, and teacher and student references are listed. A chart describes each learning activity and lists science careers and scientists mentioned within that activity. Another chart provides a suggested activity sequence based on the amount of time available for teaching the unit. A list of professional societies with career information is included. (JDD)

ED 370 306 EC 303 038

Aleman, Steven R.
Individuals with Disabilities Education Act: An Overview. CRS Report for Congress.
PUB DATE- 26 Aug 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; Preschool Education; Public Policy
IDENTIFIERS- *Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) authorizes several programs to support and improve the education of children with disabilities. The grants to States, preschool, and infants and toddlers programs are formula grant programs that fund special education services. The discretionary grant programs fund research, demonstrations, and training. Total funding for all IDEA programs in fiscal year 1993 was $2.84 billion. Funds under the grants to States and preschool programs are allocated to States and local education agencies based on the number of disabled children served. Funds under the infants and toddlers program are allocated to States based on the number of children in the general population under the age of 3. Funds under the discretionary grant programs are awarded on a competitive basis. The number of children with disabilities served by each IDEA program is specified, and the types of services provided are noted. A chart shows the funding trend for IDEA from fiscal year 1980 to 1993. (JDD) with disabilities, ages 3 and older. The guide begins with a definition of advocacy and a discussion of parents' and professionals' roles as advocates. It outlines legal rights, specific parental rights provided by the Individuals with Disabilities Education Act, suggestions to parents in exercising parental rights, performance standards relating to parent involvement with Head Start programs, and a description of the special education system and effective ways to handle the system. Appendices provide the School Assertiveness Inventory, an "ERIC Digest" on rights and responsibilities of parents of children with disabilities, a list of parent training centers, qualities of a good advocate, advocacy strategies, and updates on advocacy activities in six states. Seven references and a bibliography of seven items are provided. (JDD)

ED 370 325          EC 303 057

Sinclair, Mary F.; And Others
Are We Pushing Students in Special Education To Drop Out of School?
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Discipline; Dropout Characteristics; *Dropout Prevention; Dropout Rate; Dropout Research; *Dropouts; *Educational Policy; *Intervention; Parent School Relationship; Potential Dropouts; *School Holding Power; Secondary Education; Special Education

This research summary examines the policies and issues that affect the school dropout problem among youth with disabilities. It clarifies the dropout problem, examines government and school policies that affect school holding power, and recommends responses. Information is based on a current dropout prevention research project, findings from five national education databases that include dropout statistics, and results of selected school district and university studies. The policy research brief explains that the dropout problem is particularly great among youth with learning or emotional/behavioral disabilities. It examines the effects of dropping out of school and describes conceptual models for understanding the school dropout problem. Two initiatives at the federal level which directly address the dropout problem are discussed: the establishment of a national goal regarding graduation rates, and mandated reporting requirements to ascertain the extent of the dropout problem. Four school policies that are prone to being exclusionary in practice are identified: discipline procedures, attendance and grade retention policies, academic standards, and failure to establish home-school collaboration. Dropout prevention strategies for special education students are described, such as a risk factor monitoring and school engagement procedure. Six policy recommendations are presented. (Contains 48 references.) (JDD)

ED 370 326          EC 303 058

Weisert, Hilde; Pentre, Barbara
Learncycle: Bridging the Special Education Mainstream Gap.

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Higher Education; High Schools; Instructional Effectiveness; *Instructional Materials; *Japanese; *Learning Strategies; Questionnaires; Second Language Instruction; *Second Language Learning; Skill Development

A 3-year study on Japanese language instruction is reported. The project included the following: investigation of the feasibility of teaching high school and college second language students learning strategies for developing language proficiency; development of related instructional materials; and description of the impact of instruction on students. The report gives an overview of the study itself, its purposes and organization, methodology, and results. The section on results addresses a number of issues, including selection of learning strategies; implementation of learning strategies instruction; students' use and perception of language learning strategies, for each year of the study; influence of language learning strategies on the students; and a general discussion of results. A concluding chapter summarizes the study and reports major accomplishments, dissemination activities, emerging issues, and future research directions. Substantial appended materials include a variety of questionnaires, pre- and posttests, a teacher interview guide and ranking scale, and sample learning strategies lessons. (MSE)

ED 370 347 FL 021 620

Robbins, Jill; and Others
Learning Strategies in Japanese Foreign Language Instruction. High School and College Resource Guides, 1992-1993.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 93
NOTE- 447p.; For related Final Report, see FL 021 619.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Curriculum Design; *Curriculum Development; Higher Education; High Schools; *Instructional Materials; *Japanese; *Learning Strategies; *Reading Instruction; *Reading Strategies; Second Language Instruction; Self Evaluation (Individuals); Skill Development; Worksheets

These 1992 and 1993 high school and college resource guides are products of a 3-year study of reading instruction for students of the Japanese language. The larger study investigated the usefulness of teaching specific reading strategies, and development of appropriate materials for teaching them. These volumes, intended as a resource for teachers, present additional worksheets for reading strategy instruction at the high school level and additional worksheets for instruction at the college level. Guidelines for teachers are included for each lesson. At the college level, forms for midyear student self-evaluations of speaking and listening skills and of reading and general skills are also included. (MSE)

ED 370 348 FL 021 687

Kruk, Ihor
Shkola (School). Ukrainian as a Second Language. Grade Seven

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Developing Nations; *Economics; Foreign Countries; Job Development; Political Attitudes; *Social Influences; *Social Values; *Technology; Traditionalism; *Work Attitudes; Work Ethic
IDENTIFIERS- *Tanzania

This paper describes work in a Tanzanian village for the purpose of gaining a clearer view of work and the societal incentives for work in the United States. It is written for those who work, those who prepare others for work, those who teach and counsel about work, and those who advocate for consideration of worker needs in the design and management of jobs. The description of rural Tanzania calls attention to the economic dimension of work and the social values associated with it. A second dimension of work in Tanzania--the interaction with technology--is also explored. The state of technology and social technology are described. Culture, a primary contextual element in consideration of work and social incentives for work, is addressed in the context of Tanzania, where the strength of tradition and the impact of political ideology, as championed by former president Nyerere, shape the cultural context of work. The study of work in rural Tanzania raises questions about five facets of social incentives for work in the United States that are then examined: the distribution of the returns from work performed, work as a means of supporting consumerism, the interaction of work and technology, the tension between economic competitiveness and humane work, and individual and group membership identities for workers. (Contains 48 references.) (YLB)

ED 369 889 CE 066 212

Busse, Rodger
Planning for Success on the Job.
PUB DATE- 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adjustment (to Environment); Career Change; *Career Development; Career Education; Career Planning; Economic Change; Employer Employee Relationship; Employment Opportunities; Employment Patterns; Futures (of Society); Human Relations; Interpersonal Competence; Job Performance; Job Satisfaction; *Labor Market; Lifelong Learning; Listening Skills; Organizational Climate; Self Actualization; *Success; Supervisor Qualifications; Supervisory Methods; Teamwork; *Vocational Adjustment; Work Attitudes; *Work Environment

This book is designed to help workers plan for success on the job in a changing workplace and increasingly global economy. The following are among the topics discussed in the book's 12 chapters: understanding the changing job scene (foreign competition, technological change, new styles of management, jobs of the future); attitudes (developing and maintaining positive attitudes, reaching full potential, dealing with life's changes); human relations at work (productivity, teamwork, listening skills, working with others); being a good employee; setting goals; understanding the organization (formal and informal chains of command, communication networks, mentors and advocates); working for your boss (knowing your boss, helping your boss succeed, making your boss' job easier);

following: overview of VT qualifications in the EC, definitions of tasks, acronyms list, and levels of qualification used by CEDEFOP in its research on comparability. Contains 23 references.) (MN)

ED 369 906 CE 066 290

Rockwell, Phyllis E.
Improve Your Future, Deal with Your Present, Understand Your Past: A Rationale and Survival Curriculum for Prisons and Jails.
PUB DATE- Mar 94
NOTE- 73p.; Master's thesis, School for International Training, Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Correctional Education; Cultural Differences; *Curriculum Development; Daily Living Skills; *English (Second Language); Fused Curriculum; *Hispanic Americans; Interpersonal Competence; Learning Modules; Multicultural Education; Prisoners
IDENTIFIERS- *Survival Language

Site visits to three New England prisons were conducted to gather information on the multicultural environments of Hispanic prison inmates and to identify English-as-a-Second-Language (ESL) teaching materials available for use with Hispanic American inmates. Available materials were located, and the materials' effectiveness was discussed with teachers who either were using or had used the materials with prison inmates. The teachers' comments and information gleaned from prison manuals, literature on criminal behavior and custodial practices, and publications about curriculum development were used in developing an eight-module curriculum of survival ESL for new prison inmates. The curriculum was designed to help Spanish-speaking inmates develop English skills needed for social use, communication with prison staff and attorneys, and expression of their needs and expectations while simultaneously providing inmates with information that would increase their respect for themselves and others and lessen tension among inmates and staff. The eight modules focused on the following: survival English in rehabilitation and detention, promises, patience, reliability, positive attitudes, budgeting, respect for self and others, forgiving, and responsibility for one's own actions. (This thesis includes the course outline and abbreviated versions of the eight learning modules.) (MN)

ED 369 907 CE 066 293

Milgram, Donna; Watkins, Kristin
Ensuring Quality School-to-Work Opportunities for Young Women. A Working Paper Released in Cooperation with the American Youth Policy Forum.
PUB DATE- Mar 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Comparative Analysis; Demonstration Programs; Educational Change; Educational Legislation; *Educational Needs; Educational Policy; *Education Work Relationship; Employment Level; Employment Patterns;

ED 369 925 CE 066 340

Long, James S.; Luery, Andrea
In Uzbekistan, Is It Farm Management or FARM "Management?"
PUB DATE- Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for International Agricultural and Extension Education (Arlington, VA, March 24-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Farmer Education; *Agricultural Education; Cooperative Planning; *Cultural Differences; *Curriculum Development; *Educational Needs; *Farm Management; Foreign Countries; Needs Assessment; *Values
IDENTIFIERS- *Uzbekistan

A broad spectrum of stakeholders in Uzbekistan were interviewed to identify areas in which Winrock International's Farmer-to-Farmer program volunteers could be targeted to help Uzbeks complete the transition to privatized farms. The interviews revealed that Uzbeks have a much broader conception of the "farm" than do people in Western countries and a qualitatively different view toward the concept of management. Rather than desiring training to help individual farmers enhance on-the-farm productivity, the Uzbeks interviewed wanted training/assistance designed from a perspective of "farm" that includes the farm family and farm community and emphasizes farmers' management of new inputs and outputs. The Uzbeks interviewed clearly distinguished between "directive" and "management" orientations. In view of these findings, the following recommendations were made: (1) teams of farmers who are willing and able to venture into whole-farm management responsibilities should be selected as short-course participants; (2) training curricula should incorporate on-farm demonstrations and experiments as means of "instruction"; (3) Uzbek and U.S. faculty should be selected and trained to work in teams; and (4) a problem approach (case method) should be used to facilitate on-farm integration of the technical, financial, social, and legal constraints governing Uzbekistan's evolving agricultural system. (MN)

ED 369 926 CE 066 341

Benson, Delwin E.; Richardson, Rodd E.
Advanced Hunter Education and Shooting Sports Responsibility. Bulletin 555A.
PUB DATE- 92
NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; *Conservation (Environment); Ethics; *Extension Education; Learning Activities; Lesson Plans; *Safety Education; *Sportsmanship; Wildlife
IDENTIFIERS- Guns; Hunter Safety; *Hunting; *Shooting Sports

This manual is designed as a compendium from which instructors can select materials and instructional aids for use in hunter education and shooting sports programs. Presented in the manual are 43 lessons and 34 laboratory activities that have been organized into units on the following topics: shooting sports responsibility, the learning process and teaching methods,

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrative Change; Administrative Organization; Adult Education; Change Strategies; Employer Employee Relationship; Job Enrichment; *Organizational Change; *Organizational Climate; *Organizational Development; *Organizational Effectiveness; *Participative Decision Making; *Quality of Working Life
IDENTIFIERS- *Learning Organizations

This guide provides a 10-step process for building a learning organization. It shows any organization how to develop and sustain an environment favorable to learning at every level, to reawaken and stimulate the power of learning in all members of the organization, and to harness the new learning that was generated to produce the maximum benefit for the organization. An introduction describes the development of the process and sets forth the 16 principles that underlie the changes in attitude and behavior that characterize an emergent learning organization. The next 10 chapters discuss the steps in the process: assess the learning culture, promote the positive, make the workplace safe for thinking, reward risk-taking, help people become resources for each other, put learning power to work, map out the vision, bring the vision to life, connect the systems, and get the show on the road. The chapters describe a project that illustrates what integrative learning could do to improve efficiency in the workplace. The book also includes the following: checklists, guidelines, and other assessment instruments; activities; and ways to evaluate progress. Endnotes are appended. (YLB)

ED 369 944 CE 066 387

Garcia, Julio R.
Use of Technology in Developing Problem Solving/Critical Thinking Skills.
PUB DATE- 5 May 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Critical Thinking; Educational Technology; Integrated Curriculum; *Multimedia Instruction; Postsecondary Education; *Problem Solving; Secondary Education; Technological Advancement; *Technology Education; *Thinking Skills

The integration of technology into standard curricula is expanding with availability of educational software and teacher recognition of the role of technology in improvement of students' problem-solving/critical thinking skills. The basic components in problem solving are a good problem statement, a research and development component, a testing of solutions component, and an evaluation component. Technology educators must consider that critical thinking skills are best taught within the context of specific disciplines or subject areas. A systematic approach for problem solving includes three steps: understand the problem statement, develop a systematic plan, and check solution or answer. Multimedia computer technology makes it possible to present rich problem-solving environments. This powerful technology is perceived as a way to teach not only content but also thinking or reasoning skills. Multimedia technology is a powerful educational tool that can deliver an individualized presentation of information that is difficult to achieve in the classroom or laboratory setting. Through this interactivity, learners actively develop the thinking skills

Resources, U.S. Senate.
PUB DATE- Mar 94
NOTE- 94p.; For related documents, see ED 362 628, ED 362 774, ED 367 840, ED 367 898, and CE 066 439.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Economically Disadvantaged; Employment Programs; *Evaluation Methods; *Federal Programs; *Job Training; Outcomes of Education; Program Effectiveness; *Program Evaluation; Public Agencies; Tables (Data); *Vocational Education

The General Accounting Office (GAO) examined the procedures used by various federal agencies to monitor the performance and effectiveness of their programs of employment training assistance to economically disadvantaged persons. The study revealed that, although most of the employment training programs had some form of oversight or monitoring effort, only about one-third of the programs used such activities to assess participant outcomes. Consequently, although program administrators had sufficient data to be assured that their programs were in compliance, they did not know whether their programs were actually helping disadvantaged persons enter or reenter the work force. In the past 10 years, only 7 of the 62 programs analyzed had conducted studies to measure program effectiveness or impact. (Appendixes constituting approximately three-fourths of this report contain the following: proposed FY94 funding levels for federal agencies implementing employment and training programs, outcome data collected by federal programs providing employment assistance to disadvantaged persons, monitoring activities by federal programs providing disadvantaged persons, GAO-identified studies published between January 1990 and December 1993 on employment training programs for ED persons, the methodology and findings of studies evaluating program effectiveness, comments from the various agencies, and a list of major contributors to the report.) (MN)

ED 369 964 CE 066 439

Crawford, Clarence C.
Multiple Employment Training Programs. Major Overhaul Is Needed. Testimony before the Subcommittee on Employment, Housing, and Aviation, Committee on Government Operations, House of Representatives. Agencies Do Not Know If Their Programs Are Working Effectively.
PUB DATE- 3 Mar 94
NOTE- 39p.; For related documents, see ED 362 628, ED 362 774, ED 367 840, ED 367 898, and CE 066 438.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; Adult Education; Change Strategies; Coordination; Educational Change; Educational Needs; *Educational Policy; *Employment Programs; *Federal Programs; Financial Support; *Job Training; Needs Assessment; Policy Formation; Program Effectiveness; *Program Improvement; Public Policy; Tables (Data); *Vocational Education
IDENTIFIERS- Congress 103rd

At least 154 employment training programs (ETP) providing approximately $25 billion in employment training assistance are currently administered by 14 federal agencies. Individually, these programs are all well-intended. Collectively, however, they have been described as bewildering and frightening to

ED 369 982 CE 066 516

Bell, Jim
Needs Assessment for a Provincial Literacy Hotline Service.
SPONS. AGENCY- Alberta Association for Adult Literacy, Calgary.
PUB DATE- Apr 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; English (Second Language); Foreign Countries; *Hotlines (Public); *Information Needs; *Information Sources; *Literacy Education; Needs Assessment; *Outreach Programs; Publicity; Second Language Instruction
IDENTIFIERS- *Alberta

A study was conducted to determine the need for a provincewide literacy hotline in Alberta, Canada, and if needed, the configuration of services for establishing the hotline. Data were gathered through two surveys. In order to find out what an Alberta literacy hotline service might look like, a cross-Canada telephone and mail survey was conducted. Different questionnaires were designed and distributed to 217 administrators, instructors, and students in literacy and English as a Second Language courses in Alberta; 156 questionnaires were returned (72 percent). The cross-Canada telephone survey of approximately 10 persons who had been involved with literacy hotlines confirmed 7 functions such hotline services might perform: refer interested adults to literacy programs; refer interested adults to programs in English as a Second Language; refer potential volunteers to programs; provide general literacy information to the interested public; distribute literacy information to the literacy community; provide advice to literacy workers; and raise public awareness and understanding of adult literacy issues. It also revealed that literacy hotlines are a relatively new phenomenon, vary widely in form and function, can certainly fail, and generally thrive on advertising. The survey of Alberta gathered information on the present state of affairs related to each of the services a hotline could provide. From the findings of this survey, it was concluded that there does seem to be a need for a provincial hotline service in Alberta, but only if it takes a certain shape, making its first priority public awareness and understanding, and its secondary concern referring students and volunteers to programs. After establishing and defining the need, the next step is to determine whether there is enough funding for enough years to warrant starting the service. (The survey instruments and 11 references are included in this report.) (KC)

ED 369 983 CE 066 518

Rudasill, Susann E.
An Evaluation of the Effectiveness of Policy Communication in the Professional Development Centre's Training Programs.
PUB DATE- Apr 94
NOTE- 59p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Audits; Government Employees; Juvenile Justice; *Organizational

*Course Content; *Drafting; *Engineering Drawing; Equipment; *Job Skills; Job Training; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Task Analysis; Teaching Methods; Test Items; Units of Study; Vocational Education

This instructor's manual contains 13 units of instruction for a course on mechanical drafting with options for using computer-aided drafting (CAD). Each unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, assignment sheets and answers to assignment sheets, written test and answers to written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, and job sheets. The teacher's edition also contains the following: supplementary materials on use of the publication; a competency profile; an instructional and task analysis; a list of related academic and workplace skills; and a list of tools, equipment, and materials needed. All the unit components focus on measurable and observable learning outcomes; units of instruction are designed for use in more than one lesson or class period of instruction. The instructional units in this course cover the following topics: introduction to mechanical drawing with CAD; tools and equipment; reference materials; dimensioning and tolerancing; fasteners and hardware; presentation drawings; materials and specifications; manufacturing processes; sheet metal developments; power transmission (chains, belts, and fluid power); power transmission (gears, bearings, and cams); layout and working drawings; and facility layout. Contains 54 references. (KC)

ED 370 001 CE 066 618

Evans, Karen, Ed.; Heinz, Walter R., Ed.
Becoming Adults in England and Germany.
PUB DATE- 94
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Developed Nations; *Educational Needs; *Education Work Relationship; Employer Employee Relationship; Employment Experience; Employment Level; *Employment Patterns; *Employment Problems; Foreign Countries; *Job Training; Labor Market; School Business Relationship; Vocational Education; Young Adults
IDENTIFIERS- *England; *Germany

A comparison study of the school-to-work transitions of young people aged 16-19 in Germany and England was followed up several years later when the former subjects were in their early twenties. Research was conducted through interviews, case studies, and studies of labor market trends. The analysis of the transition of the young people studied identified four types of transition behavior: strategic, step by step, wait and see, and taking chances; it classified career patterns as progressive, upward drift, stagnant, downward drift, and repaired. The study found that the German system better prepared young people for the labor market, but that it was more unforgiving of those who had not been good students as well as more rigid, making career change difficult. In contrast, the English system was more flexible, responding almost constantly to changing conditions, but it encouraged too many young people to leave school at age 16 and failed to help them to gain transferable skills and a long-term perspective.

conservative churches, and reported lower degrees of social support and confidence in the abortion decision. Qualitatively, 48% of the distress group recalled experiencing feelings of loss immediately post-abortion, in contrast to none in the nondistress group. Both groups identified post-abortion "catalytic" events, such as subsequent childbirth, that affected responses to the abortion over time. (BF)

ED 370 021 CG 025 387

Fredlund, Eric V.; And Others
Substance Use among Youth Entering Texas Youth Commission Reception Facilities, 1989. First Report.
PUB DATE- Apr 90
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Cocaine; Crack; Drinking; *Drug Abuse; Drug Addiction; *Drug Use; Illegal Drug Use; Marijuana; Narcotics; *Preadolescents; Secondary Education; Stimulants; *Substance Abuse; Tobacco
IDENTIFIERS- Inhalants; *Texas

This project is part of a multi-year program to gather detailed information about substance-use patterns among Texans. Investigators interviewed a total of 946 youths, age 10 to 17, as they entered Texas Youth Commission (TYC) reception facilities. Results show that 81% of TYC youth have used illicit substances--51% in their last month on the street. Substance use was pronounced even among those aged 13 and younger. Some 91% of TYC youth have tried alcohol, 86% have used tobacco, and 39% sampled inhalants. Age had little effect on patterns of current use although children 13 years and younger were more likely than those age 16 and 17 to report current use of inhalants. Whites and Hispanics recorded much higher lifetime and current prevalence of substance use than did Blacks. While clear and consistent racial/ethnic differences in reporting on drug use became obvious, these were only differences of degree. Many TYC youth reported daily substance use and TYC youth were more likely than individuals in school to be current users of most substances. Those aged 13 or younger appear to be particularly at risk for developing severe problems. This report contains 17 figures which explicate youth behavior and substance use. Ten appendices summarize the data accumulated for the study. (RJM)

ED 370 022 CG 025 391

Kleese, Edward J.; D'Onofrio, Jan A.
Student Activities for Students at Risk.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Dropout Attitudes; *Dropout Prevention; *Dropout Programs; Dropouts; Elementary Secondary Education; *Extracurricular Activities; *High Risk Students; Secondary Schools; Secondary School Students; Student Attitudes; *Student Attrition

Attitudes; *Employment Interviews; Equal Opportunities (Jobs); Foreign Countries; Higher Education; *Job Applicants; Job Application; Sex Bias; *Sex Differences; *Social Bias; Social Discrimination; *Work Attitudes

This study investigated the effects of discriminatory interview questions on applicants' perceptions and intentions toward an organization. Participants included 118 graduate business students (59 percent male), average age of 31 with more than eight years of full-time work experience. Discriminatory questions addressed handicaps, plans for marriage and children, date of birth, and arrest records. Subjects were randomly assigned to one of six groups, with each group answering ten questions. A control group answered no discrimination questions, one group answered two such questions, and another group answered all four discriminatory questions. The gender of the interviewer was also varied. Results indicate that discriminatory interview questions increased subjects' negative perceptions of an organization in a number of ways: (1) the fairness with which the organization treats its employees; (2) the professionalism of the interviewer; (3) the evaluation of the interview; (4) the intention to recommend the organization to others; (5) the motivation to pursue a job offer; and (6) the intention to accept a job offer. However, the group which answered only two discrimination questions rated the fairness of employee treatment and the professionalism of the interviewer much higher than the group with all four discriminatory questions, suggesting a threshold of discrimination tolerance. Subjects responded less favorably to the female interviewer, and female interviewees were less optimistic both about receiving a job offer and about the organization's fair treatment of employees. (RJM)

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ED 370 042 CG 025 420

Hobden, Karen L.

Increasing the Predictive Validity of Personality Tests: Private Self-Consciousness and Priming of Trait-Relevant Knowledge.

PUB DATE- Aug 93

NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Personality Measures; Personality Studies; *Personality Traits; Predictive Measurement; *Predictive Validity; Predictor Variables; *Projective Measures; Self Evaluation (Individuals)

IDENTIFIERS- *Priming Effects

This paper discusses two techniques for improving the predictive validity of personality measures: (1) measuring dispositional levels of private self-consciousness, that is, one's tendency to habitually reflect on covert aspects of the self such as thoughts, feelings, perceptions, and motives; and (2) priming trait-relevant knowledge (temporarily induced self-awareness) prior to test administration. Approximately 450 subjects filled out the Food Neophobia Scale (FNS), the Self-Consciousness Scale, and several other questionnaires. For the priming task, half of the subjects answered three progressively more specific questions about their food preferences and food selection habits immediately prior to completing the FNS. The validation group was made up of 272 persons from the larger group, each of whom was assigned to groups high (N=127) and low (N=145) in

DESCRIPTORS- Employment Interviews; Foreign Countries; Job Applicants; *Lying; *Occupational Tests; Personality Assessment; Personnel Evaluation; Personnel Selection; Psychological Characteristics; *Reaction Time; Response Style (Tests); *Self Disclosure (Individuals)

Recently, there has been a resurgence of interest in the use of response latencies in psychological assessment. Some research has suggested that response times associated with answering personality and integrity questionnaires may be useful in differentiating among honest responders and individuals who are lying. Using an experimental paradigm with 100 unemployed individuals seeking work, the ability of personnel test item response latencies to distinguish between subjects instructed to lie and those instructed to respond honestly was examined. Based on a general model of lying derived from schema theory, it was predicted that applicants who were lying on a personnel test would take relatively longer to admit to negative or delinquent behaviors than job candidates who were responding honestly. The results demonstrated support for the general model of lying, and discriminant function analysis indicated that response latencies to items on standard personnel tests could significantly differentiate between those who were lying and those who were honest. Theoretical and applied implications are discussed. (Author/BF)

ED 370 062 CG 025 461

Saitzyk, Arlene R.; Poorman, Michele
Transition to Adolescence Program: A Program To Empower Early Adolescent Girls.
PUB DATE- Feb 94
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (5th, San Diego, CA, February 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Developmental Stages; *Early Adolescents; *Ethnicity; *Females; Interaction; Interpersonal Competence; Self Actualization; Self Concept; Self Esteem; *Self Management; *Social Behavior; Social Influences
IDENTIFIERS- *Self Empowerment

As girls approach early adolescence they begin to experience losses in self-competence and in authenticity in relationships. These girls hide their strengths for the sake of relationships. This study attempts to change this phenomenon through a 13-week small group intervention program, The Transition to Adolescence Program (TAP). TAP encourages group members to assert their individuality within the context of connection, and in this respect, focuses on empowering girls to maintain their sense of self in the self-in-relation and well-being outcome measures, which in turn may allow them to meet their own needs as well as the needs of others in their relationships. The issues discussed within group meetings include self-esteem, personal power, peer pressure, and sexuality. Activities include visualization techniques, role plays, and drama and exercises to help participants match or share in the emotions being expressed by the other group members. TAP also provides an environment that is conducive to the development of mutually empathic and empowering relationships in order to assist girls in developing more personally defined racial/ethnic identities in their own terms. The participants in the study were from a

DESCRIPTORS- Early Childhood Education; *Family Environment; *Learning Activities; *Parent Child Relationship; Parent Participation; *Parents as Teachers; *Reading Attitudes; Young Children
IDENTIFIERS- Family Literacy

Based on the idea that parents are the first and most important teachers, this bilingual (Spanish/English) book offers 101 practical and fun-to-do activities that children and parents can do together. The revised edition provides a preface by Professor Josefina Villamil Tinajero and additional information of particular interest to Latino parents. The activities in the book are organized to fit the way parents tend to think about their time with their children: in the nursery; around the home; at bedtime; on the road; out and about; when you're away; using television; and success in school. The book concludes with an afterword and a list of additional resources for parents. (RS)

ED 370 082 CS 011 704

Shearer, Arleen P.; Homan, Susan P.
Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers.
PUB DATE- 94
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Evaluation Methods; Grouping (Instructional Purposes); Language Experience Approach; *Reading Achievement; *Reading Instruction; Spelling; *Student Evaluation; *Theory Practice Relationship; Word Recognition
IDENTIFIERS- Directed Reading Thinking Activities

A field-tested "worktext," this book applies current theory to classroom practice by providing, in each chapter, a brief explanation of major concepts followed by guided practical experience in administering, scoring, and interpreting reading assessment techniques. The book emphasizes the use of assessment and diagnosis for instructional decision-making; stresses the use of informal assessment techniques but also includes coverage of standardized test scores; provides both classroom tested results in interpretations of data; and includes numerous "hands-on" activity worksheets. Chapters in the book are: (1) Assessment and Diagnosis Defined; (2) Self-Evaluation; (3) Structured Observations and the Interview; (4) Using Standardized Test Scores; (5) Identifying Problem Readers; (6) Informal Reading Inventory; (7) Evaluating Comprehension Strategies; (8) Assessment of Word-Recognition Knowledge and Spelling Stages; and (9) Grouping and Instructional Decision Making. Directions for the Directed Listening-Thinking Activity, directions for the Language Experience Approach, and extra forms are attached. (RS)

ED 370 083 CS 011 705

Stoll, Donald R., Ed.
Magazines for Kids and Teens. A Resource for Parents, Teachers, Librarians, and Kids!
PUB DATE- 94
NOTE- 117p.; For an earlier publication, "Magazines for Children," see ED 312 627.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

telling them how their words affected the teacher while he or she read them, to give them what Peter Elbow calls a "movie of the mind." The goal of electronic-based tutoring must never be to fix meaning on the page but to engage meaning in a dialectic. Ambiguity is a must, as are open texts. (TB)

ED 370 103 CS 214 307

Henderson, Sarah
Folklore, Cultural Diversity, and Field Research in First-Year Composition.
PUB DATE- Mar 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Cultural Context; *Cultural Differences; *Folk Culture; *Freshman Composition; Higher Education; *Research Papers (Students); Units of Study; Writing Assignments
IDENTIFIERS- Writing Contexts

A first-year composition instructor designed a 3-week unit on folklore that fulfilled a requirement that students produce writing based on field research at some time during the semester. The unit begins with a discussion of the concepts of folklore, folklore genres, and the role that folklore serves in folk and ethnic groups and cultures, according to folklorists. Students then practice identifying folk groups and using field research techniques to observe, collect, and analyze an example of folklore. Next they submit a short research proposal for a field research project and a paper (five to six pages long). Students carry out their research and write their papers in the context of the composition class as they continue to learn about the writing process. They seem to enjoy working on their folklore field research projects, where their powers of observation as well as their writing skills are sharpened. (A definition of folklore; a diagram of the levels of culture; a characterization of folklore; a list of some familiar items of elite, popular, or folk culture; a list of the functions of folklore; a definition of folk group; a documentation form to guide students in their research; a list of genres of folklore; and a 54-item selected bibliography of folklore and education are attached.) (RS)

ED 370 104 CS 214 310

Els, Susan McBride
Into the Deep: A Writer's Look at Creativity.
PUB DATE- 94
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Artists; *Authors; *Creative Development; Creative Expression; *Creativity; *Writing (Composition); *Writing Processes
IDENTIFIERS- *Personal Writing; *Writing Thinking Relationship

This book records the author's creative processes as she wrote the book, presenting a personal journey where all artists will recognize aspects of themselves. The first (and most extensive) after the Penny Press" (James L. Aucoin); "For 'The Prosperity of the Denomination': Understanding the North Carolina Baptist Press, 1845-1861" (David A. Copeland); "The Stamp Act Press: The First True Mass Medium" (Julie Hedgepeth Williams); "Covering the Big Story: George Whitefield's First Preaching Tour, News Manipulation, and the Colonial Press" (David A. Copeland); "Latest from the Canadian Revolution: Early War Correspondence in the 'New York Herald' 1837-1838" (Ulf Jonas Bjork); "Abolitionist, Emigrationist, Feminist: Mary Ann Shadd Cary, First Female Editor of the Black Press" (Bernell E. Tripp); "James Bryce and the Promise of the American Press: 1888-1921" (James D. Startt); "Maria W. Stewart: An African-American Woman Journalist Who Raised a Fiery Voice in the Abolitionist Movement" (Rodger Streitmatter); "A Silence in Massachusetts: John Campbell and the Boston 'News-Letter'" (Wm. David Sloan); "American Newspaper Contempts before 1880" (Richard Scheidenhelm); "The Rise of the English-Jewish Press in America" (Barbara Reed); and "Congress and Journalistic Privilege: An Historical and Legal Perspective" (Robert L. Spellman). (RS)

ED 370 122 CS 214 333

Proceedings of the Conference of the American Journalism Historians Association (Lawrence, Kansas, October 1-3, 1992). Part II: Journalism History in the Twentieth Century.
PUB DATE- Oct 92
NOTE- 457p.; For Part I of this Proceedings, see CS 214 332.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060)
DESCRIPTORS- Characterization; Ethics; *Journalism; *Journalism History; Media Research; Newspapers; Photography; Television
IDENTIFIERS- Carter (Jimmy); Cooke (Alistair); Eisenhower (Dwight D); Gulf War; McCarthy (Joseph); Media Coverage; Media Government Relationship; New York Times; Nixon (Richard M); Progressivism; Time Magazine

This proceedings contain 16 papers on American journalism history in the 20th century. Papers in the proceedings are: "News Suppression & Press Intimidation During the Nixon Administration" (Egbe Enonnchong); "The Persian Gulf War: Revolution in News Transmission" (Robert L. Spellman); "South Dakota's W. R. Ronald: Prairie Editor and an AAA Exponent" (Elizabeth Evenson Williams); "William H. Mason: How a Journalist's Murder Influenced Media Coverage" (Mary K. Sparks); "A Paper for Those Who Toil: The Chicago Labor Press in Transition" (Jon Bekken); "A Southern Demagogue as Portrayed through Florida Newspapers" (John Galey); "Ohio Newspaper Coverage of the 1920 Presidential Campaign" (Douglass K. Daniel); "Truth and Jimmy Carter: The 1976 Presidential Campaign" (Sonya Forte Duhe); "The Carter Presidency and the National Press: Grappling with the Process of Truth" (Kyle Cole); "Ambassador of American Journalism: Alistair Cooke" (Michael D. Murray); "Photographs, Image Manipulation, and False Light Invasion of Privacy" (Steve Buhman); "'Lou Grant': Creating Characters for a Newspaper Drama" (Douglass K. Daniel); "Eisenhower, McCarthy, and News Conferences That Fought Back: A Turning Point in White House Press Relations, 1953-1954" (Craig Allen); "Reaching for Professionalism and Respectability: State Press Association Ethics Codes in the 1920s" (Mary M. Cronin and James B. McPherson); "Penitents Brought into the Fold: Tales of Conversion, Heresy, and Contrition in 'Time' Magazine" (Richard Lentz); and "Was the learning to use a variety of communication strategies, those of the same as well as the opposite gender. An understanding of such gender difficulties can lead to practical approaches to ameliorating them, including how to issue rules or assignments, how to direct discussions so as to minimize stress, and how to avoid the teacher's feeling of not being in control. (Two tables and five references are included.) (TB)

ED 370 141 CS 508 569

Rolls, Judith A.
The Influence of Language Style and Gender on Perceptions of Leadership Potential: A Review of Relevant Literature.
PUB DATE- Nov 93
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Higher Education; *Language Styles; *Leadership; Literature Reviews; Research Needs; *Sex Bias; *Sex Stereotypes
IDENTIFIERS- *Communication Behavior

The influence of language style and gender on perspectives of leadership potential is a function of the interrelationships among gender, language style, and desirable or relevant characteristics of the type of leader sought. The notion that choice, perceptions, and evaluations of language style are goal-related has been acknowledged in the literature reviewed. Specifically, researchers have argued that perceptions of an individual based on his or her language style influence that individual's acceptability for attaining certain goals. Scholars agree that deferential and nondeferential language produce different listener perceptions. Moreover, gender and/or context/goals simultaneously affect perceptions and thus, subsequent behavior. Fewer women assuming leadership roles indicates the presence of gender bias and gender stereotyping. While a literature review of relevant research indicates that the influence of language style and gender on leadership potential interrelates with the type of leader sought, further empirical research is needed on the degree to which these factors are interrelated. (Contains 117 references.) (RS)

ED 370 142 CS 508 570

Pearce, Kimber Charles
"Dissoi Logoi" and Rhetorical Invention: Contradictory Arguments for Contemporary Pedagogy.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Higher Education; *Persuasive Discourse; *Public Speaking; *Rhetorical Invention; *Rhetorical Theory; Student Needs
IDENTIFIERS- Classical Rhetoric; *Rhetorical Strategies

This paper examines the origins of "dissoi logoi" (or twofold arguments) as a sophistic concept and pedagogical practice. A rationale is offered to explain why "dissoi logoi" should be

The Pros and Cons of Year-Round Education at the Elementary Public School Level.
PUB DATE- Jul 93
NOTE- 109p.; Master of Early Childhood Education Project, California State University-Long Beach. Tables on pages 23 and 24 are too light to reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary Education; *Extended School Year; *Public Schools; Quarter System; *School Organization; *School Restructuring; *School Schedules; Trimester System; *Year Round Schools

Based on a review of the literature, this paper objectively examines the key issues surrounding the implementation of year-round education (YRE) at the elementary level in public schools. Following the introduction, statement of the problem, and definitions, the fourth section provides a history of year-round education in the United States. The fifth section describes various forms of YRE calendar plans. The sixth section discusses the key policy issues, which include the following: the viewpoints of parents, teachers, students, community, and administration and personnel; conflicts with family lifestyles; overcrowding; test scores; maintenance and operation costs; intersessions; educational benefits; opportunities for additional salary increases; discipline; absenteeism; extracurricular activities; and planning a year-round calendar. The majority of research indicates that YRE: (1) does not conclusively result in increased academic achievement; (2) offers a moderate savings in building and maintenance costs, but an increase in personnel salaries and cooling costs; and (3) is gaining general acceptance among parents whose children attend year-round schools, but is strongly opposed by some parents and community members. Difficulties center around assessment and implementation. The program restructures the traditional family's schedules and lifestyles and the school infrastructure, and may not be appropriate for rural areas. Two figures are included. (LMI)

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ED 370 161 EA 025 638

1992 Annual Report, Korean Educational Development Institute (KEDI).
PUB DATE- Oct 93
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Curriculum Research; Curriculum Study Centers; *Educational Assessment; *Educational Policy; *Educational Quality; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS- *South Korea

This publication contains findings of several studies that evaluated South Korean education and activities for 1992. The Korean Educational Development Institute, which conducted the studies, focuses on educational research and development. Following the prologue, part 1 first presents findings from 19 studies conducted by the Institute's Curriculum Research and Development Center. Topics include democratic citizenship education in primary schools, innovative teaching methods, new evaluation systems for various curricula, textbook analyses, and the role of the school in moral education. The second subsection of part 1 presents findings of eight studies

Mathematics Education; Organizational Development; Policy Formation; Resource Allocation; School Readiness; *School Restructuring; Science Education; Service Occupations; *Strategic Planning; Telecommunications
IDENTIFIERS- Information Age; *Learning Communities; *Outcome Based Education

An ultimate purpose of education is human resource development to provide society with a critical mass of intellectual capital and competent workforces. To accomplish this end, leaders implement planning processes to guide policy-making, develop institutions, and allocate resources. Although new information technologies are becoming commonplace in business and many homes, they remain largely unused in traditional education. Without access to the latest contemporary technology, learners are being shortchanged. Moreover, necessary skills such as collaboration and formation of strategic alliances are usually not encouraged in traditional education. Contemporary communication and information technologies can reengineer traditional education and create entirely new information-era learning communities. This paper discusses strategic planning and solution-based learning and suggests strategies for restructuring establishments, emphasizing learning readiness and math, science, and technology. The paper also includes organizational development and resources development tasks for learning communities to create superschools focusing on internationalized curricula and graphic communications. Included are an abstract; appendices providing information on effective establishments, visions, graphic arts technical foundation certification, child and youth studies, and creation of learning communities. Contains 189 references. (MLH)

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ED 370 182 EA 025 804

Utah State Superintendent of Public Instruction, Annual Report, 1992-93.
PUB DATE- 94
NOTE- 41p.; For 1991-92 report, see ED 363 944.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annual Reports; Educational Change; *Educational Development; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Program Effectiveness; Public Schools; *State Government; *Strategic Planning
IDENTIFIERS- *Utah

The 1992-93 annual report describes Utah's progress in implementing the Utah State Public Education Strategic Plan. The plan is designed to guide schools to improvement. It seeks to educate Utah citizens, give students learning and occupational skills, develop students, and offer schools flexibility in meeting goals. Part of the strategic plan is assessing students' progress. In 1992, students in grades 5, 8, and 11 were tested. Evaluations were done of the effectiveness of various school programs, including the career-ladder program, year-round schools, site-based decision-making, and other programs. Efforts to build equity and opportunity in mathematics and science, limited-English speaking students, rural schools, and other areas are reviewed. Steps were also taken to improve school safety and combat student drug and alcohol abuse. School-to-work efforts through business-

social services and schools, and the role of interpersonal ties. Part 1 includes two chapters on cross-national perspectives: (1) "The Norwegian Case: Child-Centered Policy in Action (Unni Hagen, Felisa Tibbitts); and (2) "Discovering Shared Values: Ecological Models to Support Interagency Collaboration" (Hanne B. Mawhinney). Part 2 includes chapters 3 through 8 on state and local perspectives: (3) "The Politics of Policy Making for Children" (Julia E. Koppich); (4) "State Full-Service School Initiatives: New Notions of Policy Development" (Patricia F. First, and others); (5) "Professional and Institutional Perspectives on Interagency Collaboration" (Douglas E. Mitchell, Linda D. Scott); (6) "Resource Issues: A Case Study from New Orleans" (James R. Garvin, Alma H. Young); (7) "Using Public Policy to Impact Local Practice, Can It Work?" (Jacqueline A. Stefkovich, Gloria J. Guba); and (8) "Implementing Collaborative Services: New Challenges for Practitioners and Experts in Reform" (Stephanie Kadel, Dorothy Routh). Part 3 examines the role of universities: (9) "University-Based Preparation for Collaborative Interprofessional Practice" (Michael S. Knapp, and others). Part 4 offers lessons from the field: (10) "California's State Partnership for School-Linked Services" (William A. White); and (11) "On the Cutting Edge: Family Resource/Youth Service Centers in Kentucky" (Charles J. Russo, Jane Clark Lindle). References are included at the end of each chapter. (JPT)

ED 370 203 EA 025 838

Balch, Mary Frances; And Others
Values Education in American Public Schools: Have We Come Full Circle?
PUB DATE- 93
NOTE- 34p.; ASCD 94
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Educational History; *Educational Philosophy; Elementary Secondary Education; *Ethical Instruction; Ethics; *Moral Values; *Public Schools; Religious Education; *Values Education

This paper describes the history of moral education in the American public school system. The philosophies of moral education, as advocated by the Puritans, Thomas Mann, Noah Webster, and John Dewey, are examined first. The controversial values education of the 1960s and 70s, which has been replaced by more traditional forms within the last decade, is discussed next. These controversial models--the values clarification method, Kohlberg's theory of cognitive development, and the ethical reasoning method--all shared a focus on process, rather than product. In conclusion, the United States has returned full circle to teaching the popular ideals of the past (values, character, and personal/social responsibility); however, the religious basis for these values is absent. Moral education and religious faith need not conflict with each other, but in the interests of cultural pluralism they must be separated in the classroom. (LMI)

ED 370 204 EA 025 839

Carter, D. S. G.
The Policy Context of Recent Curriculum Reforms in Australia.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American

innovative educational program. This paper describes the program's governance and alliances, finances, facilities, technology, public relations, curriculum, and evaluation process. The curriculum features life/career choices, global studies, entrepreneurship, environmental issues, and arts in the marketplace. (LMI)

ED 370 224 EA 025 859

Colclough, Christopher
Education and the Market: Which Parts of the Neo Liberal Solution Are Correct? Innocenti Occasional Papers. Special Subseries "Fiscal Policy and the Poor," Economic Policy Series.
PUB DATE- Jul 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Effectiveness; *Educational Economics; *Educational Equity (Finance); *Educational Finance; *Efficiency; Elementary Secondary Education; Fees; Foreign Countries; Free Enterprise System; Higher Education; Income; Private Education; Public Education; School Support; Tax Effort
IDENTIFIERS- *England

This paper examines the argument that education systems in development countries should be financed more directly by private households. It finds that cost-recovery policies are likely to be harmful to efficiency and equity if significant resources were to be generated by these means. User fees at primary and secondary levels would increase enrollments only if the revenues so gained were spent on the provision of new school places, if there were excess demand for schooling, and if the negative enrollment response among the poor did not exceed the positive response from those who were willing and able to pay. Even so, many bright, poor students may withdraw from school. A scholarship policy would be needed, which may undermine the revenue-raising objectives of user charges. The case for user charges at the tertiary level is stronger; however, tertiary fees also offend equity principles and would make loans and scholarships necessary. The challenge of raising more public resources for education should mainly be addressed through increasing levels of direct and indirect taxation, in ways that move the balance of tax incidence in a more progressive direction. In addition, payroll taxes for graduates and other highly skilled workers trained at public expense provide a more effective and equitable means. In conclusion, other policies are available to improve equity and efficiency in education that are not substantially included in the neoliberal case. Two tables, one figure, and a list of other Economic Policy Series (EPS) papers that are available are included. Contains 78 references. (Author/LMI)

ED 370 225 EA 025 860

Kealey, Robert J.; Collins, Kathleen C.
Stewardship and the Catholic School Tuition Program.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Environment; Elementary Secondary Education; Global Approach; Intercultural Programs; *Leadership; *Leadership Styles; Management Development; *Principals

This paper presents findings of a 4-year study that examined the dynamics of educational change in 11 elementary and secondary schools that were adopting global education into their curricula. Data were obtained from informal observations, interviews with principals, and interviews with and surveys of teachers. Findings identified three kinds of goal orientations held by principals--focused, diffuse, or coping--that influenced the success of program implementation. The focused principals seemed to most clearly understand the meaning of global education and recognized its role in helping them achieve their own goals. The schools with focused principals came closest to bringing a global perspective to the curriculum. Other factors included the principal's leadership style and school district ethos. A conclusion is that real school improvement requires a major focus on helping people at the school site, particularly the principal, to clarify and develop their own vision and meanings. Contains 23 references. (LMI)

ED 370 245 EA 025 889

Reed, Suellen K.
Bellringer 1993: A Report on Indiana Schools and Education
PUB DATE- Dec 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Quality; Elementary Secondary Education; *State Action; *State Departments of Education; State Programs
IDENTIFIERS- *Indiana

During 1993, various teachers and schools in Indiana were recognized for high achievement with awards called "Bellringers," for educational efforts that truly "ring the bell." This "report card" documents the activities of the Indiana Department of Education for the 1992-1993 school year. The first section offers an assessment of the educational progress made by the state during 1993. Information is provided on the following areas: National Education Goals; incentives and awards; performance-based accreditation; enrollment; expenditures; technology loans; teacher salaries; Department of Education staff; distance learning; Odyssey of The Mind; and Japanese/Chinese language curricula. The second section describes the activities of the Indiana State Department of Education, including the Center for Administration and Financial Management; the Center for Assessment, Research, and Information Technology; the Center for Community Relations and Special Populations; and the Center for School Improvement and Performance. Awards and grants to the Indiana Department of Education for 1993 are described in the third section. The final section lists members of the Indiana State Board of Education. (LMI)

ED 370 246 EA 025 890

School Improvement Research Series: Series VIII, 1993-94.
SPONS. AGENCY- Office of Educational Research and Improvement

Fewell, Rebecca F.
Interventions To Promote Motor Skills: DEC Recommended Practices.
PUB DATE- 93
NOTE- 6p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Motor Development; Program Development; *Psychomotor Skills; Skill Development; Special Education; Special Needs Students
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning the promotion of motor skills in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introductory section examines the importance of motor development as a component of early intervention programs. This section also discusses the child's use of sensory information in conjunction with movement, the incorporation of facilitation of quality movements into all daily routines, motor movements associated with materials or equipment, the importance of needs assessment, and the importance of considering family preferences. Thirteen recommended practices to promote motor skills are then listed. (JDD)

ED 370 265 EC 301 945

Bruder, Mary Beth; Chandler, Lynette K.
Transition: DEC Recommended Practices.
PUB DATE- 93
NOTE- 12p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Program Development; Special Education; Special Needs Students; *Transitional Programs
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning the process of transition in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introductory section defines transition, offers examples of types of transition, and notes that the type of planning and practices that are employed can influence the success of transition and satisfaction with the transition process by all concerned. Several components which influence the success of transition are addressed, including state and local agencies, sending and receiving program providers, families and other caregivers, and children. Other issues that must be addressed in order to facilitate transitions are also noted, including administrative support for planning, personnel training, and evaluation of the transition process. Twenty-two recommended practices for efforts. (Contains 11 references.) (DB)

ED 370 287 EC 303 018

Parrish, Thomas B.
State Funding Provisions and Least Restrictive Environment: Implications for Federal Policy. Brief No. 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); Delivery Systems; *Disabilities; *Educational Economics; Elementary Secondary Education; Federal Regulation; Federal State Relationship; Financial Support; Government Role; Mainstreaming; *Policy Analysis; Policy Formation; Resource Allocation; *State Aid; *State School District Relationship; *Student Placement

This policy brief discusses how certain types of state funding provisions create fiscal incentives for more restrictive placements for students with disabilities. This most likely occurs when funding systems are tied to the location in which the services are provided and a more restrictive placement will generate more state aid in relation to local costs than its less restrictive alternative. Because such incentives run counter to federal regulations, federal action to promote more placement-neutral funding systems may be warranted. The pros and cons of several federal policy options are considered. These options include: (1) making no change in federal funding policy, since many states are attempting to make appropriate changes to their funding formulas; (2) requiring state funding provisions that are placement neutral as a prerequisite to receiving federal funds; (3) providing education and assistance; and (4) unifying the federal position. The paper concludes that the most effective federal policy may be to provide education and technical assistance to the states to help them adopt and implement funding provisions that are consonant with overall federal and state policy goals. (DB)

ED 370 288 EC 303 019

Self-Esteem: Issues for Adolescents with Chronic Illnesses and Disabilities. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Dec 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Chronic Illness; *Disabilities; Hearing Impairments; Instructional Materials; Interpersonal Competence; Learning Disabilities; Mental Retardation; Physical Disabilities; Program Descriptions; Secondary Education; *Self Esteem; Visual Impairments

This annotated bibliography focuses on issues of self-esteem in adolescents with disabilities, which is seen as closely related to development of critical social skills. References have been drawn from the National Center for Youth with Disabilities' National Resource Library, a database about youth with chronic illnesses and disabilities. The first section presents 86

ED 370 307 EC 303 039

Aleman, Steven R.
Individuals with Disabilities Education Act: Reauthorization Overview. CRS Report for Congress.
PUB DATE- 24 Feb 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; Preschool Education; Public Policy
IDENTIFIERS- *Individuals with Disabilities Education Act; *Reauthorization Legislation

This report provides a review of programs authorized under the Individuals with Disabilities Education Act (IDEA) and an overview of potential reauthorization issues, as the second session of the 103rd Congress considers revisions to these programs. The Infants and Toddlers Program (Part H of IDEA) provides formula grants to participating States to assist in establishment and operation of early intervention systems for children under the age of 3. Funds are allocated to States based on the number of children in the general population under the age of 3. As of September 30, 1993, 40 States had fully phased in their early intervention systems. Since fiscal year 1987, appropriations have increased an estimated 302 percent after adjusting for inflation. Congress may turn to health care reform as an option for funding the program as it evolves into full service delivery. The Discretionary Grants Programs (Parts C through G of IDEA) authorize special education research, demonstrations, technical assistance, and personnel training. Since fiscal year 1980, appropriations have decreased an estimated seven percent after adjusting for inflation. Thirty-seven percent of the appropriation is for personnel development. Funds are awarded on a competitive basis. In determining reauthorization, the roles that the discretionary grant programs may play in special education reform will be considered. (JDD)

ED 370 308 EC 303 040

Assessing Health Services Delivery for Children with Special Health Care Needs (CSHCN) in School.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 93
NOTE- 7p.; For related documents, see ED 367 125-126.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Delivery Systems; Educational Needs; Elementary Secondary Education; Evaluation; Incidence; Individualized Education Programs; *Information Needs; Information Utilization; *Needs Assessment; *School Health Services; School Nurses; *Special Health Problems; State Surveys; Student Participation
IDENTIFIERS- Louisiana

Children and youth with special health care needs frequently require health care during the school day. School evaluations and Individual Educational Plans should include health

Teacher's Manual. Revised.
PUB DATE- 92
NOTE- 66p.; For an earlier version, see ED 217 592.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Science Research; *Behavior Modification; *Behavior Problems; *Classroom Techniques; Elementary Secondary Education; *High Risk Students; *Mainstreaming; Models; Problem Solving; Regular and Special Education Relationship
IDENTIFIERS- *Learncycle

Learncycle is a project of the National Diffusion Network which has trained hundreds of teachers and other school staff nationwide in a wide array of skills to improve the mainstreaming process and the education of the high-risk student. The project uses the "Learncycle Behavior Analysis Mainstreaming Model," which works to achieve a fit between the student and the mainstream environment by eliminating discrepancies between where the student is in terms of skill levels and response to instruction, and where the environment is in terms of what it expects and can provide. This manual works through an actual case as it presents the skills needed to implement the Learncycle five-step problem-solving method. The five-step method involves pinpointing and defining the problem behaviorally; observing and using principles of behavior analysis to understand the problem; intervention, via changing the consequences, reinforcing, creating a token economy, enlisting class support, changing teacher behavior, or making other changes; evaluation; and recycling. The manual also includes sections for special education consulting staff on ways to use the method to improve students' preparation in special classes and to optimize the environment for the receiving regular class teacher. (JDD)

ED 370 327 EC 303 059

Whitworth, Jerry
The Regular Education Initiative: A Blueprint for Success. A Description of a Statewide Implementation Project in Illinois.
PUB DATE- Jan 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Practices; *Educational Principles; Elementary Secondary Education; *Mainstreaming; Models; Program Implementation; *Regular and Special Education Relationship; *Statewide Planning
IDENTIFIERS- *Illinois

This paper defines the Regular Education Initiative (REI) as encouraging both regular and special education personnel to work together more effectively to provide the best education possible for all children, by adapting the regular education environment to better accommodate the student's needs. The paper discusses the results of a statewide effort to implement the REI in Illinois. It presents a conceptual model which outlines effective principles and practices found to be successful in implementing the REI at the local school level. Each aspect of the framework is discussed with specific suggestions for successful implementation. The model calls for a commitment to change, a school-wide approach, a team concept, a network of services/resources, planning/communication, skills

Teaching Unit.
PUB DATE- 82
NOTE- 75p.; For related documents, see ED 364 109-110.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Content; *Cultural Education; Foreign Countries; Grade 7; *Introductory Courses; Junior High Schools; Reading Materials; Second Language Instruction; Student Evaluation; *Ukrainian; Uncommonly Taught Languages; Units of Study
IDENTIFIERS- Alberta; *Ukraine

This seventh grade curriculum unit in Ukrainian as a second language, the first in a series, is designed as an introduction to Ukrainian in Alberta (Canada) secondary schools. An introductory section offers ideas and suggestions for classroom teaching technique, cultural instruction, and teaching method or medium. These recommendations are not prescriptive, but are rather suggestions which could and aid in creating a particular atmosphere" which would be a feature of the Ukrainian class/lesson. While the emphasis is on listening and speaking skills, some reading and writing is incorporated into the exercises. It also outlines the unit's objectives and linguistic content and contains brief notes on the Ukrainian educational system at the nursery, kindergarten, grade and high school levels. Each of six lessons contains lists of objectives and new vocabulary, a brief reading passage in Ukrainian, teacher notes, cultural notes, and exercises for reinforcing content learning. The lessons are followed by a section giving suggestions for further class activities and notes on evaluation. Additional sample exercises and an answer key are appended. (MSE)

ED 370 349 FL 021 690

Widening Our Horizons: Report of the Review of the Teaching of Modern Languages in Higher Education. Volumes I and II.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 91
NOTE- 664p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Curriculum; *College Second Language Programs; College Students; Educational Assessment; *Educational Needs; Educational Objectives; Educational Planning; Educational Research; Equal Education; Foreign Countries; Higher Education; Industry; International Relations; Language Research; *Language Role; Language Teachers; *Modern Languages; National Surveys; Politics; Program Design; Sciences; *Second Language Instruction; Sociocultural Patterns; Student Characteristics; Teacher Education; Teaching Methods; Technology; Tourism
IDENTIFIERS- *Australia

A report on the teaching of modern languages in Australian higher education is presented in two volumes. The first volume contains the text of the report. An introductory section describes the aims and methodology of the national review and places it in a historical context. The remainder of this volume is in three parts. The first part identifies Australia's language needs in these areas: intellectual and cultural;

dealing with job challenges (making friends as a new employee, watching out for the rumor mill, coping with criticism, dealing with anger and frustration, avoiding boredom, responding to prejudice and discrimination); self-improvement (continuing learning, lifelong learning, community classes and organizations, learning from media); planning for success; becoming a supervisor, and considerations in changing jobs. Each chapter contains objectives and study questions. Also included are a glossary and subject index. (MN)

ED 369 890 CE 066 217

Birkenholz, Robert H.; And Others
Pilot Study of Agricultural Literacy. Final Report.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Dec 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; *Agriculture; Attitude Measures; Attitudes; Blacks; *Educational Needs; Elementary Secondary Education; *Food; *Knowledge Level; Literacy; *Natural Resources; Pilot Projects; Questionnaires; Rural Areas; Tables (Data); Urban Areas; Whites
IDENTIFIERS- *Agricultural Literacy

A study assessed the knowledge and perceptions of U.S. citizens regarding agriculture, food, and natural resources. Data were collected from 2,005 respondents representing the following groups: purposely selected primarily white Indiana high school students and primarily black Michigan high school students, randomly selected rural Missouri adults attending one of several town meetings, and randomly selected urban Missouri adults contacted in various settings (including churches, libraries, and grocery stores). Adults were more knowledgeable about agriculture than were high school students. Respondents were most knowledgeable and positive about natural resources and least knowledgeable and positive about agricultural policy. No differences among ethnic groups' perceptions of agriculture or between rural and urban Missouri adults' knowledge of agricultural concepts were discovered. The study recommendations included the following: integrating agricultural instruction throughout elementary and secondary school curricula, developing agricultural literacy instructional efforts targeting inner city minority students, broadcasting television agricultural literacy programs for adults in urban areas, and establishing a National Center for Agricultural Literacy to coordinate agricultural literacy efforts at a national level. (Appended are knowledge statement responses by group, 12 data charts, and the survey instrument. Contains 12 references and 20 tables. (MN)

ED 369 891 CE 066 223

Cost Effectiveness of the State Adult Basic and Adult High School Program. FY 1992-93.
PUB DATE- Dec 93
NOTE- 64p.; For the FY 1989-90 report, see ED 329 704.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Basic Education; Adult Programs; *Cost

Federal Legislation; *Females; Males; Models; *Noncollege Bound Students; *Nontraditional Education; Participation; Partnerships in Education; *Womens Education; Young Adults

Research conducted by Wider Opportunities for Women (WOW) in 1993 confirmed the following: young women are still concentrated in traditionally female training areas and are still virtually absent from technical and high-wage training areas; discrepancies between males' and females' wage and unemployment levels are greatest among individuals who do not attend college; and clustering of females in traditional occupational areas still persists even at many of the 15 school-to-work transition demonstration sites overseen by the U.S. Department of Labor and Jobs for the Future. The Manufacturing Technology Partnership (MTP) in Flint, Michigan, proves that young women can succeed in nontraditional school-to-work programs. In view of these findings, WOW formulated a series of program recommendations concerning the following aspects of training young women for nontraditional careers: recruitment, nonbiased assessment/career exploration, prevocational training, survival skills, preparing employers and unions, training for vocational counselors and instructors, and workshops for parents. (This document contains the program recommendations, recommendations regarding implementation of the proposed School-to-Work Opportunities Act and a report summarizing WOW's recommendations regarding the Act's provisions and its references to gender and nontraditional occupations.) (MN)

ED 369 908 CE 066 294

Ishikawa, Mamoru
Workplace Literacy and the Nation's Unemployed Workers. Research and Evaluation Report Series 93-F.
PUB DATE- 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Demography; Educational Attainment; Educational Needs; *Education Work Relationship; *Employment Patterns; *Employment Programs; *Literacy Education; Participant Characteristics; *Public Policy; Tables (Data); *Unemployment
IDENTIFIERS- Job Training Partnership Act 1982; *Workplace Literacy

The 1990 U.S. Department of Labor Survey (DOL) of Workplace Literacy (WL) assessed the WL levels of applicants eligible for Job Training Partnership Act (JTPA) training and of job seekers in Employment Service/Unemployment Insurance (ES/UI) programs. Data from the survey, including WL proficiency scores and data concerning respondents' socioeconomic and personal characteristics were analyzed to determine the relationship between the WL and labor market performance of unemployed workers in job training and employment programs. WL was determined to play a critical role in determining the labor market experience of the DOL client populations and was significantly correlated with hourly wages and with weeks worked in a 1-year period. Schooling was by far the most important determinant of WL; however, literacy-related activities at home and work also proved significant determinants of WL. Recommendations included calls for including WL learning gains in performance standards used to evaluate individual job training programs; considering individuals' level of WL when matching them to training programs/jobs, and incorporating WL as an integral component of firearms facts, ammunition and reloading, rifles and air guns, handguns, shotguns, shooting sports programs, field safety, hunting and wildlife conservation, hunting ethics, and advanced hunting programs. Each unit contains some or all of the following: a cover page that outlines the unit's purpose, objectives, content, evaluation methods, and references; a lesson guide that includes a content outline, introduction, teaching tips, summary, list of recommended teaching aids and methods, and recommended instructor and student references; and laboratory activity sheets that include a description of the activity, time limit, list of required facilities/equipment, and teaching tips. Appendixes contain the following: information on the learning process, teaching methods and techniques, lesson planning, visual aids, and some aspects of European hunting and game management; shooting positions checklists; and overhead transparencies. (MN)

ED 369 927 CE 066 342

Smart Jobs Training Plan: A Strategy for Texas. A Report to the Governor.
PUB DATE- Jan 93
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; Articulation (Education); Change Strategies; Educational Change; *Educational Needs; Educational Policy; Educational Quality; Educational Strategies; *Emerging Occupations; Government School Relationship; Job Training; *Labor Force Development; Literature Reviews; Partnerships in Education; Policy Formation; Position Papers; Program Development; Resource Allocation; School Business Relationship; *State Action; State Programs; State Standards; *Statewide Planning; Technological Advancement; *Vocational Education
IDENTIFIERS- *Texas

A Texas State Job Training Coordinating Council task force developed a series of recommendations regarding improving Texas' current employment and training system to prepare the state's residents for the "smart jobs of the future." A formal literature review was conducted, and regional forums were held and attended by a wide range of stakeholders in Texas' job training system. The task force then formulated 2 general and 22 specific action recommendations for improving Texas' current employment and training system. Among the recommendations were calls for the governor to promote and gain consensus for a high-skill, high-wage strategy to build an internationally competitive, world-class work force in Texas and to take the steps necessary to provide both clients and employers with high quality, appropriate employment and training services at the local level. The remaining recommendations focused on short- and long-term actions related to the following: integrated service delivery, business-government partnerships, program development and quality, accountability and standards, and resource allocation. (Contains 21 references. Appended are a final report on the Smart Jobs Regional Forums, list of funding levels by agency, inventory of work force programs, and review of work force development programs in other states.) (MN)

ED 369 928 CE 066 345

Texas Skills Development Program. Report to the Governor.
PUB DATE- Aug 93
NOTE- 29p.

necessary in technology education and other disciplines. Problems related to integrating multimedia into teaching include student complaints about additional workload and added hassle of computer access, the "computer ignorance" factor, and "inertia factor" in the faculty. (Contains 38 references.) (YLB)

ED 369 945 CE 066 388

Baird, Barbara J.
Project FORWARD: A Curriculum for JOBS Clients. A Leap Forward for JOBS Clients and Their Instructors.
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Classroom Techniques; *Employment Potential; *Job Skills; Journal Writing; *Literacy Education; Mathematics Instruction; Portfolios (Background Materials); Reading Instruction; Reading Strategies; Self Esteem; Student Journals; Student Motivation; *Teaching Methods; Whole Language Approach; Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Job Opportunities and Basic Skills Program

This paper describes Project FORWARD, funded by the Texas Education Agency to develop a life skills curriculum for JOBS (Job Opportunities and Basic Skills) participants. The Project FORWARD curriculum is designed to promote individual self-worth and independence so that participants can achieve self-sufficiency and eliminate dependency on welfare. The 100 lessons stress the importance of developing academic skills and real-world competencies that will give learners access to further education and training opportunities and high performance in the workplace. This teaching guide provide teachers with background information about adult learners and teaching techniques to help them. The 12 sections of the guide provide information on the following: (1) techniques for increasing student motivation; (2) techniques for increasing self-esteem; (3) meaningful learning; (4) assessment; (5) portfolios; (6) techniques for guiding meaningful learning; (7) a five-step whole language model for teaching; (8) journals; (9) personal dictionary; (10) metacognitive reading techniques; (11) techniques for teaching writing; and (12) techniques for teaching mathematics. (KC)

ED 369 946 CE 066 391

Gadsden, Vivian L.; And Others
Children, Parents, and Families: An Annotated Bibliography on Literacy Development in and out of Program Settings.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

clients and confusing to those who operate them. Many programs do not tailor services to the needs of unemployed persons, and some programs do not know whether or not their participants obtain jobs. At least 21 separate federal and state committees/councils perform interprogram coordination functions. Past efforts to fix the ETP system have fallen short. What is needed is a major structural overhaul and consolidation of ETP is needed that will create a customer-driven employment system consisting of significantly fewer programs with the following guidelines: simplicity, tailored services, administrative efficiency, and accountability. (Appendixes constituting nearly two-thirds of this document include the following: proposed FY94 funding levels of federal ETP by agency; number of ETP programs, agencies, and proposed FY94 funding; comparison of authorized ETP by five main components of services for economically disadvantaged persons; and U.S. executive branch agencies responsible for ETP; flows of funds for adult basic skills programs in Washington and Massachusetts; and problems with the current system of federal ETP.) (MN)

ED 369 965 CE 066 440

Goettler, Darla L., Comp.
Older Adult Literacy Resource Materials. An Annotated Bibliography.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Apr 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; *Adult Programs; Annotated Bibliographies; *Educational Resources; Foreign Countries; *Literacy Education; *Older Adults; *Program Development
IDENTIFIERS- Canada

This annotated bibliography lists 25 materials that focus on older adult literacy needs, issues, and programs. It includes current Canadian literature in the area, as well as pertinent U.S. documents. The materials cover topics ranging from older adult literacy program development and learning resources to selected titles of general literacy materials. The contents are divided into three sections: (1) older adult literacy resource materials, with a summary of contents listed alphabetically by author; (2) general resource materials; and (3) information on where to obtain the documents. (KC)

ED 369 966 CE 066 441

The 1994 Agenda for the National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Agenda Setting; Curriculum Development; *Educational Development; Educational Planning; *Educational Research; *Information Dissemination; Instructional Materials; Job Training; *Mission Statements; *National Programs; Policy Formation; Postsecondary Education; Professional Development; Program Descriptions; Program

Communication; Organizational Development; Postsecondary Education; Professional Development; Public Agencies; *State Programs

IDENTIFIERS- *Florida

In the face of rising juvenile violent crime rates and media talk of waste, abuse, fraud, and ineffectiveness within the Florida Department of Health and Rehabilitative Services (HRS), the state recommended the adoption of a family-focused approach in client intervention strategy. The Florida Atlantic University Professional Development Centre (FAU/PDC) was contracted to develop a training program to implement the new policy. As a result, a study was conducted to determine the following: an efficient and valid method of determining the effectiveness of HRS communication of policy; training participants' level of understanding of the new policy; employees' attitudes toward implementation of the reform; and how receptive employees are to general policy communication. The Organizational Communication Profile (OCP) developed by Peterson and Pace was selected to develop a HRS communication profile. OCP surveys were administered to 123 case managers by FAU/PDC instructors during the introduction to the family-focused practice training sessions. The survey showed that overall, the communications were well-received by HRS employees and they were well aware of policies. The assessment instrument proved an efficient and valid method of identifying the effectiveness of HRS policy communication and employee attitudes toward that policy. As a result of the study, it was recommended that the juvenile justice curriculum be revised to include administration of the OCP survey. The instrument is also appropriate for future comparison of the policy communication strategies of other HRS departments, through their training partners, to their employees. Finally, it was suggested that HRS review its current method of policy dissemination to determine the feasibility of including training and development planners in the early stages of policy development. (The survey instrument is included in the report. Contains 18 references.) (KC)

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ED 369 984 CE 066 524

Robinson, Charles W.

Using the Dictionary of Occupational Titles in Career Decision Making: A Self-Study Manual.

PUB DATE- 94

NOTE- 142p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Career Counseling; Career Development; *Career Planning; *Disabilities; Guidelines; *Occupational Information; Postsecondary Education; Resources; Units of Study; *Vocational Rehabilitation

IDENTIFIERS- *Dictionary of Occupational Titles

This self-study manual was designed to help people who work in rehabilitation, education, and other helping professions to use the Dictionary of Occupational Titles (DOT) to assist persons with disabilities in preparing for and locating appropriate employment. The manual has four main sections: (1) a preface and introduction that explain how it will help counselors and teachers in their job, how it is organized, and what materials are needed; (2) an explanation of how occupational information is related to and important in vocational rehabilitation and

In both countries, resources for helping young people were available, but they were not sufficient to overcome difficult family situations or economic problems. In both countries, lack of jobs, rather than individual fault, was also a root cause of transition problems of the young people. The study recommended that governments in both countries develop structured policies for transitions for young people. (Contains 135 references.) (KC)

ED 370 002 CE 066 619

Stephens, Marguerite
Cultivating Abilities through Continuous Achievement (CA)2. A National Workplace Literacy Grant Project. June 1, 1992-March 31, 1994.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Mar 94
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Educational Needs; Industrial Education; *Inplant Programs; *Literacy Education; On the Job Training; *Outcomes of Education; Program Effectiveness; *Program Implementation
IDENTIFIERS- *Workplace Literacy

A collaborative project involved Collins and Aikman, Inc., Pitt Community College, and the U.S. Department of Education in an effort to improve the literacy level of the company's work force in order to increase productivity. A pretest of about 400 of the company's 513 workers in 1 division uncovered educational needs in reading and mathematics literacy. A group of 14 production workers helped to analyze the jobs at the plant and to design the workplace literacy program. Equipment and materials were ordered, students were recruited, and class schedules were set up during the first 3 months of the program. The program was offered in an open-entry/open-exit format serving 135 workers during the next 19 months, a total of 8,010 contact hours. Students could enroll up to 4 hours per day before or after their shifts; they could enroll for any number of hours, but were paid for 4 hours per week. Courses were offered in reading and various levels of mathematics. Of the original 135 participants, 32 completed the program, 22 withdrew (moved, terminated, or retired from employment), 54 students were continuing with the program after the end of the grant period, and the status of 27 participants was unknown. Four students passed the General Educational Development Test, and five others are working to pass that test. Scores in reading and mathematics improved for almost all students, as shown on pre- and posttests using the Test of Adult Basic Education. In addition, students indicated a high degree of satisfaction with the program. An outside evaluation rated the program as a great success; one factor contributing to that success was extensive staff development for the teachers. (Appendixes to the report contain course materials and outlines and student survey results.) (KC)

ED 370 003 CG 024 890

Barth, Richard P.
Reducing the Risk: Building Skills To Prevent Pregnancy, STD & HIV. Second Edition.

This booklet focuses on the roles of student activities and student activity advisers within the school. It opens with definitions and characteristics of at-risk students and details some program guidelines for these students. Trying to make at-risk students feel connected to the world of work or the world of school is the book's central theme. In addition, there is an attempt to analyze the school setting and to offer information on how schools contribute to the at-risk label. Educators, they claim, need to identify their particular dropout population characteristics and think positively about outcomes--by valuing and connecting their students to the school, they may lessen dropout rates. Student activities are described as one way for students to become involved with their school and thus become more successful. Activity advisers are portrayed here as essential in keeping students involved. The booklet closes with a number of tips for involving at-risk students. Student activities must strive for success with students at risk and in doing so, students may develop their potential. (RJM)

ED 370 023 CG 025 394

Nyre, Josepth E.; And Others
Reliability and Validity of the Children's Loneliness Questionnaire.
PUB DATE- 5 Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Seattle, WA, March 5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Children; Depression (Psychology); Elementary Education; Elementary School Students; Evaluation Research; Grade 3; Grade 4; Grade 5; Grade 6; *Loneliness; Questionnaires; *Test Reliability; *Test Validity
IDENTIFIERS- *Childrens Loneliness Questionnaire

Little research has focused on children's loneliness or on the relationships between children's loneliness and depression. Children are typically labeled as lonely by the external behaviors they may or may not exhibit, rather than by their perceptions of their social relationships. This study examined the Children's Loneliness Questionnaire (CLQ) for stability over time and construct-related evidence of validity. Children (n=279) in grades three through six, from two rural midwestern schools, completed both the CLQ and the Reynolds Child Depression Scale (RCDS) two times, 6 weeks apart. The 24-item CLQ consists of 16 primary items which focus on children's feelings of loneliness. The RCDS's 30 items describe each symptom of depression. Results indicate that the CLQ and RCDS are reliable sociometric measures for children over the age of 8. Large group administration procedures may have hindered younger children's responses on the CLQ. Concurrent-related evidence of validity of both instruments was reasonably high for children in grades four through six. For children in grades four through six, the test-retest reliability coefficients for the RCDS over a 6 to 7 week period was found to be lower than in previously reported research using shorter test-retest periods. (RJM)

ED 370 024 CG 025 396

Kutash, Krista
Social Skills of Youth with Serious Emotional Disturbances.

private self-consciousness (PriSC) based on a median split of their scores. For the laboratory validation study, participants performed four different tasks, four months after completing the questionnaires, which assessed both past and present willingness to try novel foods. Subjects high in private self-consciousness had higher validity coefficients than did subjects low in private self-consciousness. Results show that the best behavior prediction was achieved when both private self-consciousness and priming were considered together. Contains 22 references. (RJM)

ED 370 043          CG 025 423

Chatwin, Marshall
Major Advisor.
PUB DATE- 91
NOTE- 5p.; Paper presented at the Meeting of the California Association for Counseling and Development (26th, San Diego, CA, February 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Career Counseling; *Career Guidance; *Career Information Systems; Career Planning; *Computer Uses in Education; Higher Education; Job Analysis; *Majors (Students); Occupational Information
IDENTIFIERS- Apple Macintosh

This paper describes a computer program, Major Advisor (MA), which helps students identify college majors. Used in conjunction with career counseling and advising, MA provides information to students who are developing their educational plans. The program matches students' personal preferences and the requirements/characteristics of 130 common four-year college majors. The higher the percent match score between the student and the major, the more closely the student's self-identified characteristics and preferences fit the profile of characteristics associated with that major. From the list of high major match scores, student may narrow the selections by identifying majors they would like to consider further. The characteristics and requirements of the majors listed in MA were defined by correlating majors and occupations, by establishing the worker trait interest and temperament patterns of these occupations, and by identifying special requirements associated with different occupations. Designed to run on an Apple Macintosh computer, this interactive program features graphics and animation, a user-friendly computer interface, printing options, a short testing time (about ten minutes), immediate results, and the opportunity to change responses. Reliability and validity data on the program are not yet available. (RJM)

ED 370 044          CG 025 425

Donenberg, Geri R.; Nelson, Dana
Family Interactions and Child Psychopathology.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

local Boys and Girls Club where most of the members were minorities, and many lived in families dependent on social aid. All participants, both the intervention and control group, completed a battery of self-report measures before the program began, and at its conclusion. The results revealed varying degrees of change in the attitudes of these girls. Positive changes were noted on some self-report measures such as self-competence. Regarding the measures of psychological distress, the results revealed just a few significant differences between the control and intervention groups which were related to the age of the participant. It was suggested that future interventions should place greater emphasis on fostering racial/ethnic identity, which is an important component of self-in-relation identity. (BF)

ED 370 063 CG 025 462

Rowe, Elizabeth; Eckenrode, John
The Timing of Academic Problems among Maltreated and Non-Maltreated Children.
PUB DATE- Aug 93
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Adolescents; *Child Abuse; Children; *Elementary School Students; Elementary Secondary Education; *Grade Repetition; *High Risk Students; Low Achievement; Student Characteristics; *Student Promotion

This study uses survival analysis to investigate when maltreated children may become at risk in their school performance. While past research captures the average effect of maltreatment on academic achievement, it has not addressed how the effect is distributed across time. Using a sample of 330 maltreated and 330 non-maltreated children, researchers concentrated on poor grades (D, F, or Unsatisfactory) in English and mathematics and grade repetitions as their outcomes of interest. Maltreated children displayed greater risk than non-maltreated children for most outcomes from kindergarten through sixth grade. First grade was the time of highest risk for grade repetition for maltreated children whereas second grade was the period of highest risk for non-maltreated children. For mathematics and English grades, kindergarten was the time of greatest risk for both maltreated and non-maltreated children. While both groups exhibited similar outcomes for English grades, they varied for grade repetitions and math grades. While it is not surprising that maltreatment is associated with higher risk, these results suggest that maltreatment status may also produce differences in the timing of the risk. Included are 12 graphs which present the statistical findings. (RJM)

ED 370 064 CG 025 463

Gender Issues in Addictions Research: The Report of the Task Group on Gender-Focused Research.
PUB DATE- Mar 94
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Childrens Literature; Early Childhood Education; Elementary Secondary Education; *Periodicals; Reading Interests; Reading Materials
IDENTIFIERS- Childrens Magazines

Noting that many kids' and teens' magazines are not for sale at newsstands or bookstores, this book presents individual listings in alphabetical order for more than 200 magazines for children and teens from ages 2 to 18. Each entry contains: an annotation describing a journal's coverage; ordering information; cost; intended audience (age, sex); subject (e.g., general interest, social studies, etc.); circulation size; manner of distribution (subscription, churches, libraries); editor; publisher; instructions on obtaining a sample; and information concerning publication of readers' work (e.g., letters to editors, stories, jokes, etc.). The preface describes changes from the previous publication, "Magazines for Children," changes in the children's magazine industry, and tips for selecting magazines for young children. An article by Bernice E. Cullinan, "In Tune with the Times," reports on how the rapidity of change in contemporary life has been changed, especially for young people. The book also presents indexes to age/grade levels, subjects, and a list of magazines that publish young readers' work. (RS)

ED 370 084 CS 011 707

McAllister, Charlene
You Make It Happen for Your Family: A Read Aloud Guide for Parents.
SPONS. AGENCY- Vancouver Foundation (British Columbia).
PUB DATE- 94
NOTE- 25p.; Also sponsored by the "Vancouver Sun." A Take Action for Education project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Foreign Countries; Parent Child Relationship; *Reading Aloud to Others; Reading Interests; *Reading Material Selection; Recreational Reading
IDENTIFIERS- Family Communication; Reading Motivation

Noting that it is important for parents and children to have fun as a family, this booklet offers parents ideas in how to make reading with their children easy and fun. The booklet discusses several topics concerning reading aloud to children, including helping children learn by reading aloud; having a special family reading time; finding books to read; using books to talk to children; and finding time to read. (RS)

ED 370 085 CS 011 708

Albert, Elaine
Inquiry about Learning To Read.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English

part of the book (entitled "Elements of Creativity") reveals universal elements of creativity that mirror the ancient elements in nature: "Water," with shadowy intuitions, vague images, and premonitions of potential that impel creative work; "Wind," representing the inspiration that stirs creativity; "Fire," signifying the coming of ideas; and "Earth," stretching to touch the solid ground beneath creativity. The second part of the book ("Out of the Jungle, into the Garden") is divided into sections entitled "Possessing the Garden," in which the author likens the creative work to a writer's garden, and "Suckers and Volunteers," in which the author compares her writing processes to weeding and tending the garden. (RS)

ED 370 105 CS 214 312

Chiang, Lisa K.
The Making of Heroes in Composition.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *English Departments; *Females; Feminism; Higher Education; *Individualism; *Professional Recognition; Teacher Alienation; Teacher Attitudes; Teacher Morale; *Writing (Composition)
IDENTIFIERS- *Heroes; Male Female Relationship; Voice (Rhetoric)

When the ideology of individualism is used in composition studies to create a hero image for the writer/teacher, the effect is to exclude from the "hero status" people who do not fit the requirements of the ideology. However beautiful and powerful a story it may be, for instance, Mike Rose's "Lives on the Boundary" puts forth an image of academic heroism that equates intellectual advancement and success in the university with maleness. Further, it employs language with sexual implications, implications that would be inappropriate when applied to a female teacher because of society's perception of a woman's role in romantic relationships. It may be that teaching is sexual--Peter Elbow thinks so--but if academic heroism adopts this paradigm, then there is the possibility that women and men, students and teachers, will be relegated to the unequal positions in which they are traditionally placed in a sexual relationship, particularly when there is a question of being natural or unnatural, legal or illegal. Offering an alternative to exclusive hero models, Lynn Bloom's "Teaching College English as a Woman" and Victor Villanueva's "Bootstraps" define heroism in terms of endurance and perseverance in the face of unfairness and inequities. Despite the fact that men collectively give Bloom the worst sort of liberal education, she continues her fight for a place in the English Department. Similarly, Villanueva argues beautifully for the importance of recognizing the contributions, the capabilities, and the belongingness of minorities, both in the profession of composition and rhetoric and in the United States. (TB)

ED 370 106 CS 214 314

Applebee, Arthur N.; And Others
Shaping Conversations: A Study of Continuity and Coherence on

Mainstream Press a Promoter of the Progressive Ideology? The 'New York Times' and the 'New York World', 1900-1917" (Elizabeth Burt). (RS)

ED 370 123 CS 214 334

Rusch, Willard J.
Maximizing the Value of Data Collected through Using Student Questionnaires as a Tool in Curricular Reform: The Questionnaire's Design.
PUB DATE- Dec 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Evaluation; *English Departments; Higher Education; Majors (Students); *Questionnaires; *Student Reaction; *Student Surveys; *Test Construction
IDENTIFIERS- *University of Southern Maine

A survey of English majors at the University of Southern Maine concerning the subject of curricular reform allowed a professor involved in the planning of the project to compile several "dos" and "don'ts" in an appendix titled "A Few Basic Principles of Questionnaire Design." These guidelines, however, require some qualification, since a questionnaire for English majors may permit deviations from some standard rules. Some experts might object to the administration of a survey during regular class sessions when participation is enforced by an authority figure, but the effectiveness of the method must be acknowledged nevertheless: the number of zero responses to the essay questions in this case proved to be less than 2%. Some data-gathering experts would also protest open essay survey questions, but again no approach can be excluded from the realm of possibility without due consideration of the particular goals of the survey. However, an analytical device called Coding Frames should probably be considered indispensable by any committee faced with the task of intelligently deploying information garnered through essay answers. Finally, surveys in English departments should beware of questions that could threaten the respondent, such as one on this survey that asked about the student's sexual orientation. The negative responses it drew suggest that it may have colored responses to the whole survey. (Appendix A, Sample Coding Frames, and Appendix B, A Few Basic Principles of Questionnaire Design, are attached.) (TB)

ED 370 124 CS 214 335

Dunn, Patricia A.
Students' Perceptions of "Creative" Writing: A Hidden Barrier to Educational Reform?
PUB DATE- 17 Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

adopted as a conceptual base for teaching invention in contemporary public speaking courses. Aristotelian and Protagorean perspectives on "dissoi logoi" are compared and contrasted to reveal the need to teach "dissoi logoi" to contemporary students because of the heterogeneous nature of audiences in modern society. Contains 44 references. (Author/RS)

ED 370 143 CS 508 571

Allen, Mike; Burrell, Nancy
Comparing the Impact of Homosexual and Heterosexual Parents on Children: Meta-Analysis of Existing Research.
PUB DATE- May 94
NOTE- 40p.; Paper presented at the International Network of Personal Relationships Conference (Iowa City, IA, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Research; Comparative Analysis; *Court Litigation; Elementary Secondary Education; *Family (Sociological Unit); *Homosexuality; Meta Analysis; *Parent Child Relationship
IDENTIFIERS- *Heterosexuality; *Homosexual Parents

The current legal standing of homosexual parents seeking custody of their children remains precarious. Courts determine custody and visitation on the basis of the "best interests of the child." Current judicial rulings reflect a bias against awarding custody or granting visitation rights to homosexual parents, favoring the heterosexual parent or heterosexual relative of the child(ren). Should the sexual orientation of the parent play a part in the determination of custody or visitation in order to protect the child? This meta-analysis summarizes the available quantitative literature comparing heterosexual and homosexual parents as well as the children of those parents on a variety of measures. Data were generated by the child or by an adult (parent or teacher). The analysis included examination of parenting practices, emotional well-being of the child as well as the sexual orientation of the child. Results demonstrate no differences on any measures between the heterosexual and homosexual parents or children of those parents. Data fail to support the continuation of a bias against homosexual parents by the courts. The paper includes two tables of data: one which compares children's classroom behaviors, and a second which compares children on the basis of IQ and other measures of intelligence; and a list of court cases. Contains 70 references. (Author/RS)

ED 370 144 CS 508 572

Pohl, Gayle M.
The Impact of the Law on the Practice of Public Relations Discourse.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 27-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Advertising; Copyrights; Freedom of Speech; Higher Education; *Legal Problems; *Legislation; Libel and Slander;

conducted by the Educational Foundations Research Center, which examine educational trends, adult and continuing education, an enrichment program for gifted children, and the development of teaching/learning materials. The third subsection highlights the results of seven studies conducted by the Education Policy Research Center, which assess college entrance examinations, college-level vocational education, primary rural schools, local finance systems, and teacher recruitment. The findings of five studies conducted by the Computer Education Research Center are summarized next, and the final subsection highlights one study of a vocational training course for air and correspondence high schools. Part 2 describes the activities and organization of the Educational Broadcasting System. Cooperative international activities are described in part 3, and part 4 lists commissioned research projects. (LMI)

ED 370 162 EA 025 654

Westbrook, Kathleen C., Ed.
State of the States '92: Bridging Troubled Finance Waters. Proceedings of the Fiscal Issues, Policy, and Education Finance Special Interest Group of the American Educational Research Association (San Francisco, California, April 20-24, 1992).
PUB DATE- Apr 92
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Financial Exigency; Fiscal Capacity; Retrenchment; *State Action; *State Aid

This document contains the proceedings of presentations made by the Fiscal Issues, Policy and Education Finance Special Interest Group of the American Education Research Association (AERA). Ten articles focus on equitable funding systems for K-12 education and examine school financing in the following states: Florida, Illinois, New York, Pennsylvania, Texas, Virginia, California, Washington, and Michigan. Findings show that there is wide variance among states' responses to the challenges of increasing fiscal stress and changing student demographics. Following the foreword, the following articles are presented: (1) "Retrenchment and Restructuring in Florida" (J. Michael O'Loughlin and Joan L. Curcio); (2) "The Illinois Challenge" (Kathleen C. Westbrook); (3) "The State of New York School Finance: A Post Reform Perspective" (Faith E. Crampton); (4) "State of the State: Pennsylvania" (Maureen W. McClure); (5) "Under the Veil of Unconstitutionality: The State of School Finance in Texas" (Hoyt F. Watson and Hershel E. Strickland); (6) "The State of the States: Virginia" (Deborah Verstegen); (7) Keeping Track: School Finance Litigation in Virginia" (Deborah A. Verstegen); (8) "Supplemental Grants in California School Finance: A New Trend" (Lorraine M. Garcy and Lawrence O. Picus); (9) "The Right Answer to the Wrong Question: The Current State of School Funding in Washington" (Neil D. Theobald); and (10) "Equity Measurement in School Finance--Michigan" (C. Philip Kearney and David M. Anderson). References accompany each article. (LMI)

ED 370 163 EA 025 670

Kreisberg, Seth
Transforming Power: Domination, Empowerment, and Education. SUNY Series, Teacher Empowerment and School Reform.

community-school partnerships are also reviewed. Hands-on learning programs were stressed for basic subjects. Forms of electronic education such as distance learning and satellite services are reviewed. Schools also worked toward integrating services for students at risk. Use of applied technology continued to expand. Efforts were made to enhance teaching as a profession. Changing financial and demographic information about schools was also monitored. And education support services were reviewed. (JPT)

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ED 370 183 EA 025 806

Allred, Alexandra; Powe, Karen
If You Speak Two Languages, You Are Bilingual. If You Speak One Language, You Are American.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Bilingual Education; *Board of Education Policy; *Board of Education Role; Educational Policy; Elementary Secondary Education; *Multicultural Education; Multilingualism; Public Schools; Student Development

The United States continues to neglect and fails to utilize its many cultures and languages. These languages and cultures are valuable resources that can be used to prepare students for the international competitive economy. School boards must decide what role bilingual and multicultural education will play. Critics charge that bilingual and multicultural education are unnecessary, expensive, and threaten American education. But an increasing percentage of students require bilingual education. The issue of languages and multiculturalism in American education has a long and varied history. Today, the number and variety of students requiring bilingual and multicultural education is increasing. All these students, as well as monolingual students, must be prepared to be successful in the next century. Many people, however, have conflicting views on bilingual education, supporting second-language instruction, but opposing ethnic language instruction for language minority students. School boards must decide what kind of education non- and limited-English-speaking students will receive. They must keep in mind the increasing numbers of these students and the cost to the United States in lost opportunities and productiveness if students are not educated well. (JPT)

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ED 370 184 EA 025 808

How Our Investment in Education Pays Off.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Educational Benefits; Educational Quality; Elementary Secondary Education; Equal Education; *Outcomes of Education; *Public Schools; Quality of Life

This booklet details the ways in which public education is a sound investment for this society and its members. Sections

Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Problems; Economic Climate; *Economic Factors; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; Political Issues; *Politics of Education
IDENTIFIERS- *Australia

Australia's economy slowly emerged from recession in the 1990s. Populist government leaders claimed that their economic restructuring policies of the 1980s were responsible for the economic turnaround. But even with greater national economic optimism, Australians have wondered why their country has not fared better economically both internally and in competition with other nations. Public pressure has pushed politicians to attempt to maintain high living standards and improve social conditions with fewer resources. Education also has been redefined in essentialist and instrumental terms to serve labor market needs. This view has clashed with the liberal-humanist tradition of curriculum most educators embrace. The national government's emphasis on economics in education policy can be seen in its national education goals: increased participation in education, skills training, private sector and trade union involvement in skills education, improved school retention, and improved overall quality. National curriculum frameworks also have played an increased role in furthering social and economic policy objectives. Frameworks provide an overall approach and focus for curriculum, but allow schools the freedom to make local changes. Also, inclusive curriculum has attempted to make education more inclusive of students' different gender, race, and culture. (Contains 29 references.) (JPT)

ED 370 205 EA 025 840

Calhoun, Emily F.
How To Use Action Research in the Self-Renewing School.
PUB DATE- 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Action Research; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; *Program Improvement; Research Methodology; Teacher Role

Schoolwide action research involves the actors in a school continuously and systematically studying their school, analyzing the information gathered, and using it to work toward improvement. Action research can involve collecting data over several years, such as the cumulative effects of schooling, or over shorter periods of time to evaluate programs or curriculum. Action research can range from individual teachers examining elements of their classroom to collaborative research of several classrooms to schoolwide research involving the entire school. Schoolwide action research helps educators work better together, benefits all students, and offers the opportunity for broad and deep inquiry into a problem. This book is a guide for educators interested in conducting

(055)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; Fund Raising; Private Schools; Program Implementation; *School Support; *Tuition

In November 1992, the American Catholic bishops approved their pastoral on stewardship entitled "Stewardship: A Disciple's Response." In this letter, the bishops challenged the Catholic community to adapt the principles they set forth to the daily life of the Church. This document describes the Stewardship and the Catholic School Tuition Program, which relates stewardship to tuition. This program is based on two former methods of support: the contribution of the entire parish to the Catholic school and the tuition paid by parents. Section 1 presents the background of and rationale for the Catholic School Tuition Program, examining problems with current tuition practices and stewardship and the Catholic school. Section 2 explains in detail eight steps for implementation: forming a leadership team; securing the support of the parish/school leaders; enhancing the school's visibility; selecting a stewardship tuition committee; presenting the program to the parents; implementing the program; evaluating the program; and planning for the future. Appendices contain sample agreement and evaluation forms and information on civil law to Catholic school finance. (LMI)

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ED 370 226 EA 025 861

Mathis, Emily D.; Doody, John E.
Grant Proposals: A Primer for Writers.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Schools; Elementary Secondary Education; Fund Raising; *Grants; *Grantsmanship; Private Financial Support; Private Schools; *Program Proposals; *Proposal Writing; *School Support; Writing Strategies

Relatively few private and parochial schools are tapping funds available through grants, partly due to a lack of grantseeking skills in the K-12 institutions. This booklet offers guidelines for writing grant proposals for elementary or secondary school projects. Following the foreword, acknowledgements, and introduction, chapter 2 offers tips for getting started. First steps are to make a list of needs, seek out the appropriate foundations, and work with a colleague. Suggestions for designing the project and outlining the grant narrative are provided in chapter 3. The proposal's framework includes the following sections: introduction, problem statement, objectives, methodology, and evaluation (IPOME). The fourth chapter explains how to construct the budget, specifying personnel and nonpersonnel costs. Chapter 5 offers guidelines for writing the proposal's narrative, which details the IPOME skeleton. This chapter outlines the characteristics of a good proposal and identifies common problems listed by the receivers of proposals. A summary of tips and 12 exhibits are included. Appendices contain examples of three successful proposals and information on available workshops and videotapes on grant writing. (LMI)

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ED 370 227 EA 025 863

(ED), Washington, DC.
PUB DATE- May 94
NOTE- 90p.; For Series VII, see ED 361 876.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; Cross Age Teaching; Cultural Differences; Cultural Interrelationships; *Educational Improvement; Elementary Secondary Education; Employment Potential; Integrated Curriculum; Interdisciplinary Approach; Intergroup Relations; Job Skills; Multicultural Education; Nongraded Instructional Grouping; Participative Decision Making; Peer Teaching; Public Schools; *Research and Development; *Teaching Methods; *Theory Practice Relationship

Three types of research summaries comprise this loose-leaf compendium: "topical synthesis," "closeups," and "snapshots." The single topical synthesis is entitled "Fostering Intercultural Harmony in Schools" (Kathleen Cotton). Closeups consist of brief definitions and essential research findings on the following topics: "Developing Employability Skills" (Kathleen Cotton) and "Integrated Curriculum" (Kathy Lake). Four snapshots describe effective practices currently in place at various school districts throughout the country: "Implementing a Nongraded Elementary Program" (Kathleen Cotton); "School Improvement through Teacher Decision Making" (Al Fitzpatrick); "Restructuring at the Secondary Level: Grouping, Instruction, and Assessment" (Nancey Olson); and "Rejuvenating a Multiethnic Urban School" (Angela Wilson and Kathleen Cotton). Annotated bibliographies are appended to the topical syntheses and closeups. (MLF)

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ED 370 247 EA 025 891

Achilles, C. M.; Young, Rufus, Jr.
Replication/Implementation Model Field Test: Project SHAL.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.; Midwest Race Desegregation Assistance Center, Manhattan, Kans.; Saint Louis Public Library, Mo.
PUB DATE- Jun 84
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Educationally Disadvantaged; Effective Schools Research; Elementary Secondary Education; Models; *Program Effectiveness; *Program Implementation; *School Effectiveness
IDENTIFIERS- Saint Louis City School District MO

This document reports findings of a study that evaluated the implementation model developed for Project SHAL, an "effective schools" reform model. Implemented in 1980 in Area I of the St. Louis Public School District (Missouri), Project SHAL is an acronym for the four original participating schools--Stowe, Hempstead, Arlington, and Laclede. The project has two goals: (1) to help students achieve and maintain national academic norms, and (2) to develop a model that tracks program implementation. This paper describes the replication model field test, which sought to assess the original replication model's accuracy and to assess the levels of implementation of the five key effective-schools factors (administration, basic skills, climate, continuous assessment, and expectations). Data were derived from observations of the 19 participating schools, analysis of student scores on standardized achievement tests, transition are then listed. (JDD)

ED 370 266 EC 301 946

Stayton, Vicki; Miller, Patricia
Personnel Competence: DEC Recommended Practices.
PUB DATE- 93
NOTE- 12p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Inservice Education; Inservice Teacher Education; Preservice Teacher Education; Professional Education; Program Development; Special Education; Special Needs Students; Staff Development; *Teacher Education
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning personnel competence in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introductory section discusses components of preservice personnel preparation, including associate, undergraduate, and graduate degree programs. Personnel preparation efforts in early intervention are seen as responding to the immediate need for large numbers of qualified personnel and the evolving philosophy of integration. Inservice personnel preparation is then discussed, focusing on the characteristics of adult learners and the planning, delivery, and evaluation of inservice sessions. The paper then lists 35 practices recommended for preservice personnel development and 18 practices recommended for inservice personnel development, focusing on process rather than content. (JDD)

ED 370 267 EC 301 947

Snyder, Scott
Program Evaluation: DEC Recommended Practices.
PUB DATE- 93
NOTE- 10p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; Program Development; *Program Evaluation; Special Education; Special Needs Students
IDENTIFIERS- Council for Exceptional Children

This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning program evaluation in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introductory section notes the guiding assumptions upon which the recommended program evaluation practices are based. A framework for the recommended practices is then discussed, categorizing the indicators bibliographic materials grouped into the following categories: (1) chronic illness (further categorized into general, asthma, cancer, cystic fibrosis, diabetes, epilepsy, phenylketonuria, and renal disease); (2) physical disabilities (further subdivided into general, arthritis, cerebral palsy, spina bifida, craniofacial or limb differences); (3) emotional and behavioral disorders; (4) sensory disabilities; (5) learning disabilities; and (6) mental retardation. The second section describes nine educational materials. Information on suppliers and producers is provided. The third section describes five educational programs. Program information includes program name, contact person, affiliation, address, phone number, and an abstract describing the main elements of the program. (DB)

ED 370 289          EC 303 020

Barabas, Gabor, Ed.
Lesch-Nyhan Disease.
PUB DATE- 93
NOTE- 11p.; Funding was provided by NYCOR, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Change; *Congenital Impairments; Diseases; Genetics; Individual Characteristics; *Intervention; Mental Retardation; Physical Disabilities; Residential Schools; *Self Injurious Behavior; *Severe Disabilities; Special Schools; Speech Impairments; *Symptoms (Individual Disorders)
IDENTIFIERS- *Lesch Nyhan Syndrome; Matheny School and Hospital NJ

This special edition explores the serious genetic disorder, Lesch-Nyhan Disease (LND), which is characterized by severe dystonia, spasticity, speech impairment, renal disease, varying degrees of cognitive deficit, and, especially, compulsive self-injury. The information provided is based on experience at the Matheny School and Hospital (New Jersey) and reflects that institution's philosophy of individualized treatment and development of skills necessary to self-direct one's life, regardless of the degree of disability. In the first section, an overview of LND is provided in tandem with a column of observations and comments by staff at the school about a specific case. Later sections focus on self-injurious behavior, health care, adapted equipment, speech/communication/feeding, education, and leisure/recreation. (Contains 11 references.) (DB)

ED 370 290          EC 303 021

King-Sears, Margaret E.
Curriculum-Based Assessment in Special Education.
PUB DATE- 94
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Competency Based Education; *Criterion Referenced Tests; *Curriculum Based Assessment; *Diagnostic Teaching; *Disabilities; Educational Practices; Educational Testing; Elementary Secondary Education; *Evaluation Methods; Interpersonal Competence; Mastery Learning; Mathematics Instruction; Reading Comprehension;

information addressing students' daily health and emergency needs, should assure services in a setting that is academically appropriate and in the least restrictive environment, and should include goals and objectives to help the student become more involved and independent in his/her own health care. A survey, with responses from 89 percent of Louisiana's school districts, determined that 756 students required selected procedures in school. A study was then conducted with families of 59 of these students, analyzing data from school records of students with special health conditions and assessing students' ability to access health services in order to participate in school. The study found that: health records and official education documents do not contain health information on children with health conditions in school, school personnel who provide health services require additional training, and documentation that would help to ensure safe and adequate service delivery is often missing. Nine recommendations are offered for improving services through collaboration of parents, teachers, paraprofessionals, school nurses, the health care team, and primary care physicians. (JDD)

ED 370 309 EC 303 041

Henley, Martin; And Others
Characteristics of and Strategies for Teaching Students with Mild Disabilities.
PUB DATE- 93
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Disorders; Classroom Techniques; Disability Identification; *Educational Practices; Elementary Secondary Education; Etiology; Incidence; Learning Disabilities; Mainstreaming; *Mild Disabilities; Mild Mental Retardation; Noncategorical Education; Parent School Relationship; Parent Teacher Cooperation; Regular and Special Education Relationship; *Special Education; Student Behavior; *Student Characteristics; Student Evaluation; Student Placement; *Teaching Methods
IDENTIFIERS- Behavior Management

This book is written for undergraduate and graduate students in both general and special education, who are being trained to teach students with behavior disorders, mild mental retardation, and learning disabilities. The book's purpose is to provide a comprehensive overview of educational practices that influence the identification, placement, and teaching of these students. The first part of the book addresses the foundations of special education for students with mild disabilities. It outlines the roots of special education; compares general and special education; describes the purpose of special education, eligibility and placement procedures, and types of special education programs; explains how students with mild disabilities are more similar than different; outlines noncategorical and categorical approaches; describes common causes of mild disabilities; and outlines procedures for referring, evaluating, and placing students in special education programs. The second part analyzes each category of mild disabilities, with historical origins, definitional concerns, prevalence estimates, causes, and functional abilities. The final part discusses mainstreaming, learning and teaching from a noncategorical perspective, behavior in effective practices, staff development, evaluation/feedback, and focus on individual students. The paper concludes that by observing and following these principles, schools can significantly increase their opportunities for success, and the Regular Education Initiative will evolve from promise into reality. (Contains 26 references.) (JDD)

ED 370 328 EC 303 060

Neuwirth, Sharyn
Learning Disabilities.
PUB DATE- Sep 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; *Coping; *Disability Identification; Drug Therapy; Educational Diagnosis; Elementary Secondary Education; *Etiology; *Intervention; *Learning Disabilities; Special Education; Symptoms (Individual Disorders)

This booklet uses hypothetical case examples to illustrate the definition, causal theories, and specific types of learning disabilities (LD). The cognitive and language performance of students with LD is compared to standard developmental milestones, and common approaches to the identification and education of children with LD are outlined. Research supporting or refuting the effectiveness of various medications and diets is summarized and general suggestions are provided for families attempting to cope with the stress of raising a child with LD. The outlook for the future is explored in a discussion considering whether learning disabilities can be outgrown or cured, a description of services available to adults with LD, and a summary of research being sponsored by the National Institute of Mental Health. The pamphlet concludes with a list of print resources and support groups relating to LD. (PB)

ED 370 329 EC 303 061

Patton, James R.; And Others
Science Education for Students with Mild Disabilities: A Status Report.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Mild Disabilities; Science Curriculum; *Science Education; *Special Education; Special Education Teachers; Teacher Education; *Teacher Qualifications; *Teaching Methods; Time Factors (Learning)

To determine the current status of science education within special education school programs for students with mild disabilities, survey data were collected from over 300 teachers. Analyses focused on whether science was in fact being taught and, if so, the amount of instructional time devoted to it, the curricular basis and teaching approaches being used, and the training backgrounds of special education teachers. Many teachers (42 percent) reported having had no training of any type in science education methodology. Insufficient materials and time were cited as the major hindrances to business, finance, and industry; and tourism; international relations; health and education; science and technology; and language teaching. The second part assesses the state of modern language instruction in higher education, including: languages offered; aims and objectives of instructional programs; institutional structures for language education; program design; teaching methods and curricula; student characteristics; incentives and disincentives to language study; teacher characteristics and qualifications; language teacher education; research on language teaching; and support structures and materials. The third part offers conclusions and recommendations on availability of language instruction, efficiency and effectiveness, promotion of language learning, and costs of these efforts. The second volume contains 12 appendixes, including profiles of higher education institutions, awards programs, study-related documents and data, and summaries of Australian language education surveys. (MSE)

ED 370 350 FL 021 709

Shenk, Barbara; And Others
Newsletter of the Illinois Japanese Language Teachers Network, 1986-1993.
PUB DATE- 93
NOTE- 339p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Class Activities; *Classroom Techniques; Computer Software; Curriculum Development; Elementary Secondary Education; Employment Opportunities; *Food; Higher Education; Immersion Programs; Inservice Teacher Education; Instructional Materials; *International Educational Exchange; *Japanese; Language Teachers; Professional Associations; *Professional Development; Program Descriptions; Proverbs; *Second Language Instruction; Second Languages; State Surveys; Student Exchange Programs; Student Motivation; Study Abroad; Vocabulary Development; Workshops
IDENTIFIERS- *Recipes (Food)

The 30 issues of the newsletter, spanning the period 1986-1993, contain articles on a variety of topics in Japanese second language instruction and the Japanese language teaching profession at the elementary, secondary, and postsecondary levels. Topics include recent and upcoming workshops, creating interest in Japanese, creative class activities, instructional materials and software, research projects, new or innovative programs, curriculum design, vocabulary development, pen pal programs, high school Japanese programs, summer instructional programs, building school and community support for a program, elementary school Japanese immersion, cultural education, networking opportunities, test development, classroom techniques, cooperative learning, group travel planning, and student skill evaluation. A recipe for a Japanese food is included in most issues. Announcements of job opportunities, conferences, travel and exchange opportunities, professional development programs, and/or information sources are also made in each number. (MSE)

ED 370 351 FL 021 919

de Jong, John H. A. L.; Stoyanova, Fellyanka
Theory Building: Sample Size and Data-Model Fit.
PUB DATE- Mar 94

Effectiveness; Educational Attainment; Enrollment; *Financial Support; *High School Equivalency Programs; Outcomes of Education; Participation; Special Needs Students; *State Programs; Student Characteristics; Tables (Data)
IDENTIFIERS- *General Educational Development Tests; *Utah

Of Utah's 181,428 adults without a high school diploma, 27,770 (14,201 males and 13,569 females) were enrolled in an adult basic education (ABE) or General Educational Development (GED) program in FY 1992-93. Of those persons, 15,238 demonstrated improved basic skills for personal satisfaction and increased self-confidence, 6,492 completed ABE, 2,430 obtained a high school diploma, 4,089 passed the GED test (in calendar year 1991), 3,373 learned to speak and listen in English (pre-level 1), 3,454 entered another post-high school vocational and/or college program, and 49,563 earned credits toward a high school diploma. The following economic achievements among the FY 1992-93 ABE and GED program enrollees were noted: 3,522 obtained a job, 2,863 obtained a better job with a salary increase, 1,353 were removed from public assistance. During the same fiscal year, Utah ABE and GED programs served 13,298 unemployed individuals and 6,103 recipients of public assistance. The annual percentage rate of return on Utah's investment in ABE and GED for the year was calculated at 109.78%. For every $1 invested in ABE and GED, Utah received $7.63 in saved, earned, or returned income. (Twenty-five tables/charts are included.) (MN)

ED 369 892 CE 066 224

A Narrative and Statistical Report of the Utah Adult Education Program. FY 1992-93.
PUB DATE- Nov 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Education; Community Colleges; Correctional Education; *Cost Effectiveness; Educational Objectives; English (Second Language); *Enrollment; *Financial Support; High School Equivalency Programs; Homeless People; Institutionalized Persons; Lifelong Learning; *Outcomes of Education; *Program Effectiveness; Refugees; State Federal Aid; State Programs; Tables (Data); Two Year Colleges
IDENTIFIERS- General Educational Development Tests; *Utah

During FY 1992-93, Utah's adult education program served 19,863 adults aged 18 years and older and 3,377 students aged 17 years and under. Adult basic education (ABE) programs served at least 7,335 adults in 27 of the state's 40 school districts and in correctional facilities, applied technology centers, the Salt Lake Skills Center, and several technical and community colleges. English as a Second Language (ESL) and adult refugee education was provided to 3,959 students, and literacy, General Educational Development (GED), and high school completion instruction was provided to 1,268 adults in correctional facilities. ESL, ABE, and GED programs were also provided to 581 eligible legalized aliens and 1,872 homeless people. Of the 5,624 individuals who completed GED testing, 4,089 received passing scores. General adult education (lifelong learning) programs were provided in all of Utah's 40 school districts, 5 applied technology centers, and several community colleges. A total of $5,841,000 in state and federal funds was invested in adult education programs in Utah in FY 1992-93. It was estimated that those expenditures resulted in a total of job training. (Twenty-five tables/figures are included/appended. Contains 23 references.) (MN)

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ED 369 909 CE 066 306

Home, Alice M.
Women Facing the Multiple Role Challenge. Adult Women Studying Social Work and Adult Education in Canada: A Study of Their Multiple Role Experiences and of Supports Available to Them. Final Report.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 15 Jul 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Adult Education; *Adult Students; Conflict of Interest; Family Work Relationship; Foreign Countries; Higher Education; *Role Conflict; *Social Support Groups; *Social Work; Student Attitudes; Teacher Attitudes; *Womens Education
IDENTIFIERS- *Canada

A study examined the multiple role experiences of 20 adult women studying social work and adult education in 7 programs throughout Canada and the supports available to the women. Also interviewed during the study were two professors and the department head from each program, a field instructor, several program coordinators, and five employers. Role conflict was most pronounced between the women's student and parenting roles. The social work students in traditional schools experienced more role strain and conflict and reported feeling less university support than did both students in adapted schools and students in adult education. Nineteen of the women cited their family as a major source of support. Peer support was also deemed crucial, and 13 women reported receiving some work support. Both professors and department/school directors were very aware of the role-conflict related difficulties faced by female adult students; however, they were not always sure how to respond to the situational, institutional, and dispositional obstacles facing students. Student and faculty perceptions of the kinds of support offered by the university setting were similar. Four of the employers allowed working students some form of leave to resolve role conflict-related problems. (Contains 47 references.) (MN)

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ED 369 910 CE 066 311

Beckhusen, Lesah
Skills-Focused Career Development. Facilitator's Manual and Personal Skill Profile.
PUB DATE- 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Choice; *Career Counseling; Career Development; *Career Planning; Employment Opportunities; Employment Potential; Job Search Methods; *Job Skills; Secondary Education; Self Evaluation (Individuals); *Values Clarification; Workshops

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Curriculum Development; Educational Certificates; *Job Skills; *Labor Force Development; Postsecondary Education; *School Business Relationship; Secondary Education; Skill Development; State Programs; *State Standards; Statewide Planning; *Student Certification; Vocational Education
IDENTIFIERS- *Texas

The Texas Skills Development Program (TSDP) is a key long-term strategy of the Smart Jobs initiative that will assist Texas business, industry, and labor in conveying job skill requirements to the public education and training system. Employers feel that job applicants do not have the basic reading, writing, and computation skills they need. TSDP offers a strategy to teach and train to the skill standards set by business and industry. Research has focused on defining the standards: explicit skills for duties and tasks within specific occupations. The research shows concern about the following core competencies: basic academic content and workplace skills; need for technical skills; need for an industry-driven curriculum; need for industry-recognized credentials; and a sense of urgency. Recommendations are as follows: adopt principles of the Secretary's Commission on Achieving Necessary Skills (SCANS) and set standards for core skills, including foundation and workplace skills; implement a statewide system of incentives for the public schools to engage in curriculum development and professional development; market the issue of skill standards and certifications; build consensus and partnerships; build a structure and system to distribute industry-validated standards and curricula; and institute a system of industry recognized certifications. (Appendixes include a figure depicting career path skills leading to Smart Jobs and a list of nine additional publications on TSDP.) (YLB)

ED 369 929 CE 066 347

National Assessment of Vocational Education. Interim Report to Congress.
PUB DATE- 94
NOTE- 586p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Education; Accountability; Articulation (Education); Classroom Techniques; Displaced Homemakers; Educational Change; Educational Practices; Education Work Relationship; *Enrollment Trends; Equal Education; Evaluation Methods; *Financial Support; Inservice Teacher Education; Integrated Curriculum; *National Programs; One Parent Family; Participation; Postsecondary Education; Pregnant Students; Program Administration; *Program Effectiveness; Program Evaluation; Secondary Education; Sex Fairness; Special Needs Students; State Federal Aid; State Programs; State Standards; Unwed Mothers; *Vocational Education; Vocational Education Teachers; Work Experience Programs
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Tech Prep

A 3-year national assessment of vocational education (VE) examined various issues related to improvement of VE programs, their academic and employment outcomes, participation of

DESCRIPTORS- Academic Achievement; Annotated Bibliographies; Child Development; Early Childhood Education; Educational Research; *Family School Relationship; *Literacy Education; *Parent Child Relationship; Parent Education; *Parent Participation

IDENTIFIERS- *Family Literacy

This annotated bibliography describes studies and reports on issues related to family literacy in multiple contexts. With the exception of five entries, it is limited to programs and studies in the United States. Materials include conceptual discussions, bibliographies, and studies that use experimental, ethnographic, and program evaluative designs. The bibliography is divided into seven parts. Parent-Child Relationships and Reading includes a small group of studies from early child development and early childhood education on issues such as the nature of parent-child interactions, problem solving, impact of maternal teaching strategies, and parenting and child development. Parent-Child Reading/Emergent Literacy presents several studies about parents' literacy, storybook reading, curricular approaches to emergent literacy, and parent-child interaction around reading. Parent and Family Beliefs and Socialization focuses on the role of parents' beliefs about school performance and literacy and implications for literacy socialization. Family and Intergenerational Literacy presents effective approaches. Parent Involvement/Family-School Connections focuses on effects of parent involvement in relation to general school performance and reading. Family and Parent Education describes programs designed to support the social development of families. Culture/Context, presents a collection of cross-cultural studies. Each entry consists of author, title, date of publication, title, source, and pagination. (Contains 72 references.) (YLB)

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ED 369 947 CE 066 395

Luzzo, Darrell Anthony

Evaluating the Relationship between College Students' Vocational Congruence, Academic Success, and Career Maturity: Career Counseling Implications and Future Directions.

PUB DATE- Oct 93

NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Career Counseling; *College Students; Comparative Analysis; *Congruence (Psychology); Counseling Objectives; Higher Education; School Surveys; Sex Differences; *Vocational Maturity

Several researchers have hypothesized relationships between vocational congruence and career success. In view of this fact, a study examined the relationships between the vocational congruence, academic success, and career maturity of 401 undergraduates (251 females and 150 males) attending a large state university. The respondents, who participated in the study as part of an introductory psychology course requirement, represented a variety of academic majors and had an average age of 19.86 years. Participants completed a short demographic questionnaire and the following tests: Vocational Preference Inventory, Career Maturity Inventory-Attitude Scale, and Career Decision Making Scale. The females exhibited a higher level of vocational congruence than the males. Although the anticipated

Development; Research and Development; Secondary Education; Strategic Planning; Student Evaluation; Technology Education; *Vocational Education
IDENTIFIERS- *National Center for Research Vocational Education

This agenda begins with the mission statement of the National Center for Research in Vocational Education (NCRVE) which envisions NRCVE as serving the role of an agent for change. It discusses the two major components that comprise the vision: one describing what occupationally oriented education ought to be, and one describing how a national center ought to operate. Part 1 describes the six substantive areas around which NCRVE organizes its research and development activities: the economic context of vocational education; the institutional context of vocational the emerging "system" of education and job training; curriculum and pedagogy: innovative and effective practices in vocational education; students in vocational education; personnel in vocational education; and accountability and assessment. Twenty-three project descriptions divided into the research and development categories follow. Part 2 describes these six programmatic thrusts in which NCRVE conducts its dissemination and training activities: dissemination; professional development; special populations; planning, evaluation, and accountability; The National Network for Curriculum in Integration and Tech Prep; and program development, curriculum, and instructional materials. Project descriptions divided into these six areas follow. An index is followed by the NCRVE organizational structure and listing of project directors. (YLB)

ED 369 967 CE 066 442

Boyd, Betty Sue; Turner, Marsha K.
Value-Added Systems for Information and Instruction at Vocational-Technical Centers.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Information Dissemination; *Information Management; *Information Processing; Information Transfer; *Models; Postsecondary Education; *Teaching Methods; Technical Education; Technical Institutes; Users (Information); *Vocational Education; Vocational Schools
IDENTIFIERS- *Value Added

Information resources can be considered a series of formal processes or activities by which the potential usefulness of specific information messages being processed is enhanced. These processes may add value to the information for the user. In order to increase the possibility that the information will be useful to recipients and users, information resources and systems must be efficiently and effectively managed. Certain components have been suggested as important to the development, marketing, distribution, and evaluation of user-oriented and value-added information services, systems, products, and activities in the vocational-technical environment. These components are the following: (1) strategic planning; (2) decentralization; (3) teamwork and self-managing teams; and (4) user-oriented value-added information and instruction transfer. Such transfer includes the following: enhancement of information attributes and effective, innovative information and instruction interfaces (especially competency-based instructional materials and information resources, program area departments and instructors, and education enhancement centers, career and special education--including the theory of work adjustment, the process of comparing people to jobs, and a complete description of the contents of the DOT with exercises that apply occupational information to case practice; (3) a section that discusses the eight worker trait areas and their application to career decision-making; and (4) appendixes that contain definitions, answers to exercises, background information, models, and sample data from the DOT. Units within each section consist of unit objectives, an introduction, information sections, and exercises. (KC)

ED 369 985 CE 066 549

PALS. Partners in Active Learning Support. The National FFA Mentoring Program. Training Material.
PUB DATE- 94
NOTE- 314p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Early Intervention; Economically Disadvantaged; Educationally Disadvantaged; *Elementary School Students; Elementary Secondary Education; *High School Students; *Mentors; *Program Development; *Special Needs Students; Student Organizations
IDENTIFIERS- *Future Farmers of America

PALS (Partners in Active Learning Support) is a mentoring program that matches high school agriculture students with elementary students who have special needs. Developed by the National Future Farmers of America (FFA) Organization, the program is designed to help those involved build trust in others and develop positive self-esteem. This training kit consists of the following: (1) "Getting Started: An Introduction to PALS Handbook," designed to help users become familiar with PALS key components and to provide ideas on getting started (it also explains the history of the PALS program and how PALS fits into an FFA chapter); (2) "PALS Local Team Training Manual," a step-by-step guide to developing and implementing the PALS programs in the community, including handouts, transparencies, readings, a glossary, and a list of six additional resources; (3) "PALS Mentor Training Activities Booklet"--a set of activities focusing on developing mentoring, personal growth and development, problem solving, and communication skills, to be used for training the high school student volunteers (handouts, transparency masters, readings, and additional resources are included in this booklet). (KC)

ED 369 986 CE 066 562

The Unfinished Business of Learning.
PUB DATE- 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Educational Needs; *Illiteracy; *Literacy Education; *Older Adults; State Programs; *Statewide Planning
IDENTIFIERS- *Florida

A Florida task force investigated the educational levels of the state's elderly population. Data collection included the construction of statistical summaries, examination of existing documents (including a prior study of education and the

PUB DATE- 93
NOTE- 214p.; For the earlier version, see ED 311 320.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Health Education; High Schools; High School Students; *Pregnancy; *Prevention; *Sex Education; *Venereal Diseases

This book presents a high school curriculum that has clearly demonstrated success in postponing sexual intercourse. In this second edition, the curriculum has been expanded and updated to include human immunodeficiency virus (HIV) prevention. Two new class sessions emphasizing HIV prevention have been added, bringing the total number of class sessions to 16. This expanded curriculum also offers teachers an extensive background section on HIV and other sexually transmitted diseases. Information about birth control has been revised to reflect current research. Based on an educational model that combines cognitive and social skills training, this book involves students in role-play situations that simulate those they are likely to encounter outside the classroom. The class activities and homework assignment included in the book prepare students to effectively manage situations that might lead to risk-taking behavior. All lessons emphasize refusal statements, delay statements, and alternative actions students can use to abstain or protect themselves from pregnancy and HIV infection. Each class description includes a synopsis of activities and the approximate time required for each activity, material needed, detailed steps for leading each activity, student worksheets and handouts, role play scripts, teacher references and homework assignments. (NB)

ED 370 004 CG 025 280

Caple, Richard B.
Vision in College Counseling.
PUB DATE- 18 Sep 92
NOTE- 19p.; Paper presented at the Convention of the Association for Counselor Education and Supervision (San Antonio, TX, September 17-20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; *Change Strategies; College Environment; College Faculty; *College Students; *Counselor Educators; Higher Education; *School Counselors; Social Change; Social Influences

This paper addresses how counselors' preoccupation with the present impedes their helping clients cope with life's impending changes. While people normally accept predictable and conformable deviations, second order changes (fluctuations which are unpredictable and life altering) typically require intensive adaptation. College students in particular undergo significant cognitive, attitudinal, and psychosocial development. Research shows that the organizational and interpersonal climate of college departments, particularly the attitudes of faculty members, may considerably affect students' cognitive and non-cognitive development. Students who hold beliefs wholly incongruous with departmental views become rigid and do not seem to benefit as much from their education as those students whose outlooks differ only slightly from their department's convictions. Too much discontinuity between

PUB DATE- 22 Aug 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Affective Behavior; Children; *Construct Validity; Emotional Development; *Emotional Disturbances; *Interpersonal Competence; Parent Attitudes; Skills; Social Behavior; Teacher Attitudes; *Youth
IDENTIFIERS- *Social Skills Rating System

Assessments of social competence have played a major role in the identification and treatment of youth with emotional disorders. This study examined the construct validity of the social skills subtest of the Social Skills Rating System (SSRS) when used with youth with emotional disorders. Comparisons were made to examine the convergent and discriminant validity of the social skills scale and to determine if the scale could distinguish between youth who were judged to be emotionally handicapped (EH) from youth judged to be non-emotionally handicapped (N-EH). The 99 subjects were predominantly male and Caucasian with an average standardized measure of intelligence of 85. Parents and teachers filled out their respective forms on the SSRS, in addition to other measurements, and their ratings served as the data for describing the subjects. Results suggest limited support for the convergent validity of the SSRS but not for the discriminant validity. All of the social skills scales completed by teachers distinguished between youth who were EH and N-EH. Only two of the social skills scales and none of the adaptive behavior scales completed by parents distinguished between the two groups. Teachers tended to view social competence and emotional competence as more closely related than did parents. Three tables and two figures summarize the study's data. (RJM)

ED 370 025 CG 025 397

DiPilato, Marina
Integration of Cultural Values in the Treatment of a Suicidal Adolescent.
PUB DATE- Aug 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Adolescents; Cultural Awareness; Cultural Context; *Cultural Influences; *Cultural Isolation; *Ethnicity; *Identification (Psychology); Latin American Culture; Modeling (Psychology); Racial Identification; Role Models; Secondary Education; *Suicide
IDENTIFIERS- *Adolescent Suicide

Identity formation is a process in which successive identifications with parents, siblings, peers, teachers, folk heroes, and cultural groups are synthesized into a coherent, consistent, and unique whole. This study reports the case of a 13 year old female, Jane, of mixed Latino and European American heritage who was admitted for long-term inpatient psychiatric care. Jane resembled her European-American father but was raised by her Latino mother and her abusive stepfather. She

(150), Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Aggression; Anxiety; *Child Behavior; *Child Psychology; *Child Rearing; Children; Depression (Psychology); Elementary Secondary Education; Family Influence; Mental Health; *Parent Child Relationship; Parent Influence; *Psychopathology
IDENTIFIERS- Child Behavior Checklist

Previous research has not correlated parent-child interaction patterns with different forms of child psychopathology. This study examined whether parent-child interaction corresponded with childhood depression/anxiety and childhood aggression. Forty-two clinically-referred children and adolescents, 8 to 16 years old, were classified into four groups based on parental responses on the Child Behavior Checklist (Achenbach, 1991): Aggressive (n=9); Depressed/Anxious (n=11); Mixed Aggressive and Depressed/Anxious (n=12); and Children whose parents report few clinical symptoms (n=10). Parents and children participated in a 6-minute videotaped conflict discussion task, and the observed behaviors (verbal and nonverbal) were coded using the Structural Analysis of Social Behavior (Benjamin, 1974). Results suggest that parents of aggressive children were less affirming, understanding, and expressive toward their children and more critical and blaming than nonaggressive children's parents. Aggressive/Depressed children's parents were less critical toward their children than parents of aggressive-only children. Parents of depressed/anxious children were less disclosing and expressive, but no more critical or hostile than parents of nondepressed children. Aggressive children were cooler toward their parents than nonaggressive children, and depressed/anxious children tended to be less controlling and domineering toward their parents than nondepressed children. The results provide insight into the family behaviors of troubled children. (RJM)

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ED 370 045 CG 025 443

Epps, Patricia; Vallenari, Alison
Champs II: A Peer Leadership Program for High School Students & Staff. Training Manual.
PUB DATE- 91
NOTE- 156p.; For related manuals, see CG 025 444-445.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; High Schools; Peer Counseling; *Peer Influence; *Peer Teaching; Prevention; Secondary Education
IDENTIFIERS- *Peer Assisted Leadership Program; *Peer Modeling; Peer Support Groups

CHAMPS Peer Leadership is a program designed to prepare school and community teams that can empower youth to take responsibility for themselves and to prevent abusive behaviors. Students who can set goals, build teams, communicate, take self-responsibility, possess self-esteem, and feel empowered, also have the capability to respond positively to life's challenges. This manual offers instructions on how to organize and sustain a CHAMPS II program, in which students learn during a retreat to support their peers and use peer pressure to bring about positive changes. The program may be broken down into three phases: (1) a professional two-day training for school staff/student teams; (2) the CHAMPS retreat; and (3) program implementation. The manual offers detailed instructions for

DESCRIPTORS- *Drug Addiction; Drug Education; *Females; Foreign Countries; *Research Methodology; Research Opportunities; Research Utilization; *Sex Bias; Sex Differences; Substance Abuse; *Theory Practice Relationship
IDENTIFIERS- *Gender Issues

The Task Group on Gender-Focused Research was established to raise awareness and interest in gender as a variable in addictions research at the Addiction Research Foundation (ARF) in Ontario (Canada). Recognizing that much of the research on substance abuse has focused on males, the Task Group was charged with providing a basis for the development of research and program plans related to gender issues, and operated under a dual mandate: (1) consider the needs and opportunities in gender-focused research within the scope of ARF's purpose, including, but not limited to, research on alcohol, tobacco, and other drug use and problems in female populations; and (2) examine the relative priority of different lines of research for ARF. The investigation into gender biases in existing research revealed a strong male focus in research. Some ways suggested to correct this slant include using research samples that include both sexes, studying women specifically, and not generalizing results to both sexes with a unisexual sample. For the topic of gender issues in selected areas of research, an examination was made of epidemiology, including patterns of use and the health and social consequences of use; gender roles and interactions; prevention; biological research; and treatment modalities and treatment systems. Each section of the report profiles opportunities for research at ARF and recommendations on gender-based research and research methodology at ARF are elaborated at the conclusion. Four appendices list research questions, current policies on gender research, and other information. (Contains 87 references.) (RJM)

ED 370 065          CG 025 465

Cantrell, Peggy J.; And Others
The Relationship between Relapse Prevention Treatment Outcome and Self-Efficacy.
PUB DATE- 22 Aug 93
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; Alcoholism; Clinics; Drug Abuse; Drug Addiction; Recidivism; Rehabilitation; *Self Efficacy; Social Support Groups; *Substance Abuse
IDENTIFIERS- Situational Confidence Measures

The majority of alcoholics and drug addicts relapse after treatment, with many substance abusers developing a chronic relapse pattern. For this study, 43 patients, who went through a 3-week inpatient relapse prevention program, answered the Situational Confidence Questionnaire (a measure of self-efficacy for alcohol-related, high-risk situations) prior to and then after their treatment. Results showed that subjects exhibited significant increases in self-efficacy--a person's belief that he or she can respond effectively to a situation by using available skills--over the course of treatment. One year follow-up data revealed that while the majority of the patients did relapse, they reported shorter periods of substance abuse. Increased involvement with outpatient activities correlated with positive outcomes, such as increased sobriety and fewer

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Language Processing; *Phonics; Reading Instruction; *Reading Processes; *Recall (Psychology); Sight Method
IDENTIFIERS- Brain Research; Look Say Method

Some researchers believe that phonics is the more natural way to teach reading because, instead of requiring the learner to memorize whole words, phonics shows the learner the process by which alphabetic writing is converted into speech. The human baby babbles more than enough phonemes for any language. Before there was an alphabet, humans drew pictures. Some 3,000 years ago the alphabet was invented with a symbol for each phoneme used in spoken language. There is reason to believe that all who eventually learn to read do so by using the phonic process. The whole word or look-say method appeared in the first quarter of the 20th century. What is happening in the brain when the memorizing of words is substituted for the alphabetic process? If children are to learn to read, they need to be shown the process for using the ABC's to match speech they know. Research of neuroscientists indicates that the brain visually processes words rather than recalls them from memory. Educators who fail to start their teaching with phonics are expecting their students to discover for themselves how the alphabet works. (Contains a list of five phonics primers.) (RS)

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ED 370 086 CS 011 709

Bartolome, Paz; And Others
Collaborative Reading of a Novel: Adapting the Macro-Cloze Procedure for Reading a Novel.
PUB DATE- 2 Apr 94
NOTE- 15p.; Paper presented at the Childhood Education Study Conference (New Orleans, LA, March 30-April 2, 1994). Some of the handwritten students' assignments may not be completely legible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cloze Procedure; *Cooperative Learning; Intermediate Grades; Interpersonal Relationship; Junior High Schools; Middle Schools; *Novels; Questioning Techniques; *Reading Strategies; Student Behavior
IDENTIFIERS- Aesthetic Reading

With the aim of relating reading with wider social action, this paper discusses the macro-cloze procedure for reading a novel, which promotes social interaction while reading and helps develop students' ability to predict, ask questions, and summarize. The paper includes a brief rationale for the procedure (in which each small group of students reads and analyzes only one chapter of a book; instructions for the teacher in implementing the procedure; a 22-item list of children's books appropriate for the macro-cloze procedure; a 9-item bibliography; sample questions based on the books; and student's "letters" to the teacher discussing readings. (RS)

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ED 370 087 CS 011 710

Morrow, Lesley Mandel; Rand, Muriel K.
Physical and Social Contexts for Motivating Reading and Writing. The WRAp Program. Instructional Resource No. 5.

High School Literature Curricula. Report Series 1.11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; *Coherence; Controversial Issues (Course Content); Curriculum Development; *Discussion (Teaching Technique); Educational Research; High Schools; *Literature Appreciation; *Secondary School Curriculum; Student Reaction; *Teacher Behavior
IDENTIFIERS- Conversational Domain; *English Teachers; New Jersey; New York

A study examined curriculum decision-making in the classrooms of accomplished teachers of English in grades 9 through 12, focusing on aspects of structure, content, and ways of knowing and doing that combined to create a sense of a "curriculum" rather than a series of disconnected lessons. Four classrooms were studied each semester for two years at two high schools, one in New York State and the other in New Jersey. Selection of participants emphasized diversity rather than representativeness. Data included interviews with teachers and students, classroom observations, and institutional and classroom artifacts. Results indicated that (1) the establishment of a set of conventions for what was appropriate to discuss and how discussion would be carried out was a critical first step in creating a sense of coherence and purpose within the literature classroom; (2) such coherence existed in all classrooms examined; (3) another layer of coherence and a sense of direction was established in some classrooms, in which experiences that came later in the curriculum were informed by those that came earlier and which led to a rethinking and reshaping of earlier experiences; (4) teachers varied from class to class in the extent to which they planned their curriculum around relationships within a larger conversational domain; and (5) students' engagement was highest and their perceived understanding of the domain was greatest when domain structure and discussion conventions worked together to support students' entry into significant conversations about interesting issues. (Three tables of data and questions on the student interview schedules are attached. Contains 29 references.) (RS)

ED 370 107 CS 214 316

Bernard-Donals, Michael
Weird Science: Teaching Composition in an Antifoundational World.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Hermeneutics; Higher Education; Language Role; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *Antifoundational Theory; *Composition Theory; Discourse

The antifoundational or "hermeneutic" paradigm, particularly as it has been internalized by the field of composition studies,

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Freshman Composition; Higher Education; *Instructional Improvement; *Student Attitudes; Student Centered Curriculum; Student Evaluation of Teacher Performance; Writing Processes
IDENTIFIERS- Educational Issues; Expressive Writing; Student Surveys; *Utica College NY

In questionnaires given at the end of a freshmen writing course at the Utica College of Syracuse University, students characterized much of the writing they did for their portfolios as "fun" or "enjoyable." What they meant by this is not entirely clear, but it seems that since they chose what types of papers they would include in their portfolios--whether they were narratives, summaries, short stories, or short research projects--and since they found the revision of these papers fun, these activities could not possibly be "real" or "formal" academic training. In these evaluations, in other words, the students trivialized the enjoyable work they did because they have internalized what John S. Mayher has called the "castor oil syndrome," the belief that all "real" learning must be both boring and difficult. One misconception inherent in this myth is that expressive form of writing is without value, despite the work of James Britton and Peter Elbow, which has argued for the educational value of expressive or narrative-based writing. The castor oil mentality stands to cause real harm in the university because if students equate challenging with difficult and therefore give the difficult courses the highest ratings, instructors may pack their courses with unpleasant, possibly meaningless work because everyone seems to believe that is the only way people really learn. (TB)

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ED 370 125 CS 214 336

Kelley, Kathleen Coyne
The (Un)ruly Apostrophe.
PUB DATE- 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Dialect Society (1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Grammar; Higher Education; Language Usage; *Punctuation; *Writing (Composition); Writing Skills
IDENTIFIERS- *Apostrophes; *Possessives; Rule Application

Missing apostrophes, misplaced apostrophes, and unnecessary apostrophes are all common occurrences in many forms of written American English. The fact is there is no adequate explanation--in traditional grammar or in any other grammar--that accounts for all the functions and transformations that grammarians have crowded under the heading of the genitive case. In fact, many writers who omit the possessive apostrophe, including freshmen writing students, do so quite logically, according to a set of "rules" not found in any grammar book. The most basic rule is as follows: when a noun phrase cannot be paraphrased as an unambiguous "possessive" using an "of" construction, writers tend to omit the apostrophe. One of the contingencies that complicates this rule is the issue of how "possession" is determined, as well as who/what is able to "possess." In other words, humans are considered more able than inanimate objects to "possess" a given object. In the end what is inarguable is

Media Research; Privacy; *Public Relations
IDENTIFIERS- *Professional Concerns

A review of the literature useful for public relations researchers and students explored the primary legal concerns that public relations practitioners face, including first amendment rights, insider trading, regulations when working with foreign organizations, disclosure, privacy, copyright/trademark law, advertising, and defamation. Public relations law exists in the gray area of regulative and legislative actions. Without exceptions, though, every area of the practice of public relations involves the rights and restrictions of ethical discourse. All written materials and verbal agreements must be legally sound. Every practitioner must discover and be aware and abide by these laws and governmental actions to properly serve their clients on an ethical and democratic manner. Further complicating the role of the public relations practitioner is the need to discover, adapt, and change to demands in the international marketplace as well as in the multinational organization. (A model photograph release, the International Bill of Rights of the United Nations, and the Code of Professional Standards for the Practice of Public Relations are attached. Contains 26 references.) (Author/RS)

ED 370 145 CS 508 573

Boeren, Ad
In Other Words...The Cultural Dimension of Communication for Development. CESO Paperback No. 19.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Context; *Culture; *Developing Nations; Developmental Programs; *Development Communication; Foreign Countries; *Intercultural Communication; Intercultural Programs; *Interpersonal Communication; Mass Media; Mass Media Role; Program Evaluation
IDENTIFIERS- Educational Media Role

Based on literature research and personal experiences gained in Africa, this book pays attention to the cultural and educational aspects of communication for development in developing countries. The book addresses the many pitfalls of communication and the factors that have an influence on the effectiveness of communication. The first part of the book provides an overview of the changes of development strategies in the last few decades and describes the practice of communication for development in the field. The second part of the book discusses the intricate link between communication and culture and the way it influences the practice of interpersonal and mediated communication. Part three deals with media and their educational potential. The fourth part of the book pays attention to the steps involved in the planning and implementation/production of communication events, programs, and materials. The fourth part of the book pays special attention to the importance of pre-testing, monitoring, and evaluation in this process. A 25-item dictionary of concepts and a bibliography containing about 200 items are attached. (RS)

ED 370 146 CS 508 574

PUB DATE- 92
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Democratic Values; Elementary Secondary Education; Feminism; Ideology; Participative Decision Making; *Power Structure; Social Control; *Social Structure; Social Theories; Teacher Student Relationship; Teacher Welfare; *Teaching (Occupation)
IDENTIFIERS- *Teacher Empowerment

This book examines the nature of power in the classroom, school system, and society. Power relations in schools reflect the larger societal forces and the interconnections of institutions. This book also analyzes the empowerment of teachers and students. It explores the process through which people develop more control over their lives and acquire the skills and dispositions necessary to be critical and effective participants in society. A key concept is the difference between "power over" (power as domination) and "power with" (shared assertiveness and reciprocity, which is required for the practice of democracy). The author draws upon educational, political, feminist, and psychological theory and, especially, the voices of teachers, in his framing of the question: What are the dynamics of power that teachers can create in their relationships with students that will be empowering for both groups? What kinds of power relationships are necessary for teachers to feel empowered? This book is guided by the belief in the fundamentally political and moral nature of teaching and in the possibility of empowerment and democratic change in schools and society. One figure is included. (Contains 237 references.) (LMI)

ED 370 164 EA 025 724

Quality, Equity, Accountability: Long-Range Plan for Public Education, 1991-1995. Interim Evaluation, 1991-1992.
PUB DATE- Mar 93
NOTE- 167p.; For a related document, see ED 337 900.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; *Long Range Planning; *Outcomes of Education; *Statewide Planning
IDENTIFIERS- *Texas

This document presents an evaluation of actions taken by the Texas State Board of Education during the 1991-92 school year to achieve the goals and objectives of its "Long-Range Plan." Following the vision statement, an evaluation summary describes progress made toward statewide education goals. Each of the nine chapters after the evaluation summary, deals with a specific goal area: (1) Goal 1: Student Learning; (2) Goal 2: Curriculum and Programs; (3) Goal 3: Personnel; (4) Goal 4: Organization and Management; (5) Goal 5: Finance; (6) Goal 6: Parent Responsibility; (7) Goal 7: Community and Business Partnerships; (8) Goal 8: Research Development, and Evaluation; and (9) Goal 9: Communications. Within each chapter, the goal, goal summary, objectives, and state-level actions are reprinted from the original document. This information is followed by an evaluation of state-level actions, performance measures, and the board's legislative recommendations to the 73rd Texas illustrate the ways in which education benefits society by: providing greater earning power; enriching the quality of life in communities; promoting equal opportunity; maintaining a free market economy; enhancing personal fulfillment; ensuring world leadership; and preserving democracy. Tips for investing in schools and getting involved are also provided. Two tables and one figure are included. (LMI)

ED 370 185 EA 025 809

Braun, Brian A.
Illinois School Law Survey. Third Edition.
PUB DATE- May 94
NOTE- 496p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Boards of Education; *Court Litigation; *Educational Legislation; Elementary Secondary Education; Public Schools; Questioning Techniques; *School Law
IDENTIFIERS- *Illinois

School-related statutes and applicable court decisions in Illinois are presented in a question/answer format followed by legal citations. The following topics are discussed in 27 chapters: (1) Control of Illinois Public Schools; (2) School Boards; (3) School Board Membership; (4) School Election Procedures; (5) School Board Officers; (6) School Board Meetings; (7) School District Records; (8) Changing School District Boundaries and Territory; (9) Control and Use of School Property; (10) The Educational Program; (11) Students and Parents; (12) Student Discipline; (13) Handicapped Students and Special Education; (14) Religion and the Public Schools; (15) Terms and Conditions of Teacher Employment; (16) Teacher Tenure and Seniority Rights; (17) School Employment in General; (18) Teacher Dismissal for Cause; (19) School Administrators; (20) Noncertificated Employees; (21) Collective Bargaining; (22) School Districts and Liability for Injuries; (23) Property Tax Income; (24) State and Other School Income; (25) Budgeting and Managing School Funds; (26) School Board Borrowing and Debt; and (27) Illinois High School Association. An index alphabetically lists topics and shows whether the topic is discussed at more than one place in the text. All court decisions cited are listed in a table with a full legal reference. At the end of each case citation is listed the question(s) where the case is cited in the text. (MLF)

ED 370 186 EA 025 810

The School Code of Illinois and Related Laws As Amended through 1993 Regular Session.
PUB DATE- 94
NOTE- 836p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Books (010)
DESCRIPTORS- Boards of Education; Community Colleges; *Educational Legislation; Elementary Secondary Education; Higher Education; *Public Schools; *School Law; *State Legislation
IDENTIFIERS- *Illinois

schoolwide action research. Eight chapters cover introducing schoolwide action research, establishing a conceptual framework, implementing schoolwide action research, selecting a focus, collecting data, organizing data, analyzing and interpreting data, and taking action. An appendix includes a shared governance policy, activities, sample research forms, and common questions about action research. (Contains 96 references.) (JPT)

ED 370 206 EA 025 841

Cordeiro, Paula; And Others
The Training of School Administrators: The Roles of Practitioners, Students, and Professors.
PUB DATE- Feb 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Administrator Role; Educational Administration; Elementary Secondary Education; Faculty Advisers; Higher Education; *Internship Programs; Program Evaluation; *School Administration; *Student Role; Teacher Role; Theory Practice Relationship
IDENTIFIERS- *Connecticut Administrator Preparation Program

This paper focuses on the emerging role of practitioners, students, and professors in the preparation of school administrators. The first section provides an overview of the Connecticut Administrator Preparation Program (CAPP), a 2-year program based on core modules/courses, reflection sessions, and internship experiences. The second section describes the emerging roles of school practitioners, who participate in recruitment and selection, program development and evaluation, coteaching, student assessment and placement, and curriculum development. The third section examines students' roles. Data were derived from three surveys of a total of 17 CAPP participants; the average survey response rate was about 50 percent. A majority of the students reported that the internship and cohort experience were the primary differences between traditional programs and CAPP. They also placed high value on active student participation and opportunities for reflection. The fourth section describes faculty roles, which revolve around structural consideration, student supervision, program development, and teaching. Contains 9 references. (LMI)

ED 370 207 EA 025 842

Education for All: Status and Trends.
PUB DATE- 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Developing Nations; Educational Assessment; *Educational Improvement; *Educational Quality; *Educational Trends; Elementary Education; Equal Education; Foreign Countries; International Programs

The 1990 World Conference on Education for All, held in Jomtien, Thailand, resulted in the creation of the International Consultative Forum on Education for All. The "World Declaration on Education for All" adopted at the conference reaffirms the

Charter Schools Update. Policy Briefs. Report 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Vouchers; Elementary Secondary Education; Nontraditional Education; Parent Attitudes; *School Restructuring; *State Action; *State Legislation; Student Attitudes
IDENTIFIERS- *Charter Schools

This policy brief presents updated information on charter schools, particularly on developments in the North Central Regional Educational Laboratory (NCREL) region. Contents include a letter from Toivola-Meadowlands Charter School students and interviews with two parents from the Toivola-Meadowlands, Minnesota, Charter Schools. The parents report that the implementation process is strenuous, but is offset by a decrease in bureaucracy, increased parent and student involvement, and more innovations in teaching. Proposed and recent legislation regarding charter schools is described for the following states: Illinois, Michigan, California, Arizona, Massachusetts, Minnesota, and Wisconsin. (LMI)

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ED 370 228 EA 025 864

Quality Goes to School: Readings on Quality Management in Education.
PUB DATE- 94
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Improvement; *Educational Philosophy; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Higher Education; *Organizational Effectiveness; *Organizational Theories; Performance; *Total Quality Management

In 1991, the American Association of School Administrators (AASA) published "An Introduction to Total Quality for Schools" to initiate its new learning network. This second collection of readings on quality management in education offers a series of perspectives through which readers can refine their own definitions and knowledge. It contains lessons from practice within classrooms, buildings, districts, and statewide networks as well as in fields such as vocational and special education. Also included are summaries, historical overviews, lessons from other fields, and assessments of current status. The first section of the book gives the broad picture of how in the 1980s the United States began to listen to W. Edwards Deming and others advocating a new nonhierarchical system of management based on teamwork, empowerment of workers, and commitment to continuous improvement. The second section describes how educators interpret quality management principles in education, and the third shows how these principles are being applied in classrooms, schools, school districts, community colleges, and universities. The final section contains articles from AASA's newsletter, "Quality Network News," contributed by educators who describe their own experiences with quality management. Appended are lists of further readings about quality and other and faculty surveys. Findings indicate that the replication model provides an accurate and useful implementation guide. Schools that demonstrated the greatest gain in student test scores were characterized by: (1) thorough project implementation; (2) longer participation; and (3) staff who had become "believers." Finally, successful implementation was a function of time. A total of 15 tables and 5 figures are included. Appendices contain an implementation assessment guide, 19 narrative summaries, the original SHAL replication model, the pilot test, and statistical data. (LMI)

ED 370 248 EA 025 900

Carlos, Lisa; Izu, Jo Ann
Deregulating Categorical Programs: Will It Work?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Accountability; *Categorical Aid; *Decentralization; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; *Federal Regulation; Government School Relationship; Institutional Autonomy; *School Based Management
IDENTIFIERS- *Far West Laboratory for Educational R and D CA

Since the 1960s, schools have relied on federal and state programs to provide the extra resources and services needed to help certain categories of disadvantaged students catch up with their classmates. While many credit these categorical programs with expanding educational opportunities, increasing numbers question the effectiveness of this ad hoc approach to equity. Facing increasing pressure to be more innovative and improve outcomes for all students, many schools blame regulations for their inability to perform. In response, state and national policymakers have begun to loosen regulatory controls and to examine reforms that focus on outcomes-based accountability. This publication discusses the historical context for regulatory flexibility, describes other education reforms that have acted as a vehicle for this movement, and provides some common examples of deregulation. Finally, it examines issues raised by regulatory flexibility and provides an overview of pending federal legislation. Where this experiment in deregulation, greater local autonomy, and higher standards will lead is unknown. It could result in greater creativity and more responsive, equitable schools, or it could leave some students behind with fewer supportive resources. The real test will be how well-deregulated schools benefit those student who have the most to lose, not just the fortunate few. Contains 14 references. (LMI)

ED 370 249 EA 025 905

Local School Councils...Where We Stand.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; *Advisory Committees; Board Administrator Relationship; *Educational Policy;

according to four attributes of a program evaluation: utility, feasibility, propriety, and technical adequacy. Twenty-three recommended practices are then listed, within the categories of utility, feasibility, propriety, and technical adequacy. The recommended practice indicators are not exclusively bound to any particular evaluation model, and are not specific to a single program evaluation decision, evaluation object, or evaluation type. (Contains 10 references.) (JDD)

ED 370 268 EC 301 948

Stile, Steve; Hudson, Brenda
Early Intervention with Children Who Are Gifted: DEC Recommended Practices.
PUB DATE- 93
NOTE- 14p.; In: DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families, see EC 301 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Childhood Education; *Early Intervention; Educational Assessment; *Educational Practices; *Educational Quality; *Gifted; Program Development; Special Education; Special Needs Students
IDENTIFIERS- Council for Exceptional Children

*This paper lists practices recommended by the Council for* Exceptional Children's Division for Early Childhood concerning work with infants and young children who are gifted, in early intervention and early childhood special education programs. An introductory section discusses the benefits of early intervention with gifted children and notes the increasing number of early childhood programs for children who are gifted. Categories of recommended practices in gifted education are identified and discussed, including: assessment, individualized education programs and individualized family service plans, service delivery model/environment, general curriculum/intervention strategies, communication interventions, motor interventions, cognitive interventions, adaptive behavior interventions, social-emotional interventions, transition, personnel competence, program evaluation, and family participation. Seventy-five recommended practices, divided into these categories, are then listed. (Contains 11 references.) (JDD)

ED 370 269 EC 302 999

Spina Bifida: General Information. Fact Sheet Number 12 = La Espina Bifida: Informacion General. Fact Sheet Number 12.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 94
NOTE- 5p.; For a previous edition, see ED 353 712. Fact Sheet regularly updated. For later updates, contact NICHCY.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; *Educational Methods; Elementary Secondary Education; Incidence; Individual Characteristics; *Spina Bifida; *Symptoms (Individual Disorders)

This fact sheet offers definitions of the three types of spina bifida, outlines their incidence, describes characteristics of

Reading Skills; Science Instruction; Social Studies; *Student Evaluation; Writing Instruction

This text presents basic principles of applying curriculum-based assessment (CBA) to the evaluation of and instruction of students with disabilities. Throughout the book, the mnemonic APPLY is used as an organizing method for teachers to develop and use CBA. APPLY stands for: (1) analyze the curriculum, (2) prepare items to match curriculum objectives, (3) probe frequently, (4) load data using a graph format, and (5) yield to results--revise. The first chapter presents an overview of CBA, comparing it to traditional assessment and other trends in assessment. The second chapter presents the APPLY mnemonic and other aids to help teachers get started with CBA. The remaining chapters apply CBA to specific subject areas and usually discuss alternative forms of assessment, ways to implement the APPLY framework to the specific area, suggestions for record-keeping, and examples and case studies. Specific subject areas addressed are basic skills in reading, reading comprehension, written language, mathematics, social studies, science, and school survival and social skills. A glossary is provided. Appendices offer sample probes, data collection sheets, and graphs. (Contains approximately 225 references.) (DB)

ED 370 291 EC 303 022

Stupak, Valentina
Integrating Children with Special Needs into Pre-School Settings: A Resource Handbook.
PUB DATE- Aug 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; *Disabilities; Educational Media; Instructional Materials; *Mainstreaming; National Organizations; *Organizations (Groups); Preschool Education; *Resources; *Social Integration; *Special Needs Students; Videotape Recordings
IDENTIFIERS- Massachusetts

This resource handbook lists print materials, videos, juvenile books, organizations, and agencies to assist professionals working to integrate young children with disabilities or other special needs into preschool settings. The first section lists books, articles, ERIC (Educational Resources Information Center) documents, and videos separately within each of the following categories: general information, curriculum planning and program design, social aspects in the classroom, information on/for families, information on specific disabilities, juvenile books, and other books. The next section lists general resources according to function and/or affiliation. Included are local (Massachusetts) organizations and agencies, national organizations, video distributors, journals and magazines, and newsletters. The final section lists specialized resources relating to information clearinghouses, workshops, children's activities/curriculum, financial sources, the Americans with Disabilities Act, equipment/toys, and publishers/book catalogs. (DB)

ED 370 292 EC 303 023

management, and partnerships with parents. Advance organizers state competencies that students will acquire from each chapter. Appendices offer a chronology of service provision to individuals with mild disabilities, descriptions of commonly used psychoactive medications, and a list of congenital disorders. (Contains over 500 references.) (JDD)

ED 370 310 EC 303 042

Schirmer, Barbara R.
Language and Literacy Development in Children Who Are Deaf.
PUB DATE- 94
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Communication Skills; Content Area Reading; Content Area Writing; Curriculum; *Deafness; Elementary Secondary Education; *Language Acquisition; Language Tests; Learning Theories; *Literacy Education; Parent Role; Parent School Relationship; *Reading Instruction; Student Educational Objectives; Student Evaluation; Teaching Methods; *Teaching Models; Theory Practice Relationship; Whole Language Approach; Writing (Composition); *Writing Instruction

This text provides preservice and inservice teachers with comprehensive information regarding how children who are deaf learn to use language in face-to-face communication, reading, and writing. The text presents both practical teaching strategies and the theoretical foundations on which teaching strategies are built. Individual chapters address the following topics: (1) acquisition of linguistic knowledge in the child who is deaf, language goals for classroom instruction, techniques for using informal approaches and formal tests to assess language, and development of individualized language goals; (2) language as a curricular base on which the full school day is organized, methods of embedding each deaf child's language goals into daily learning experiences, teaching models and strategies, the use of conversation, interdisciplinary curriculum, and issues surrounding bilingual/bicultural education; (3) rationale for using whole language principles, current views of reading and writing development, and reading materials that can enhance literacy development; (4) link between theory and practice concerning literacy development, and literacy teaching activities; (5) strategies for helping deaf children read and write in the content areas, including reading and study strategies, use of organizers and overviews, and the role of writing across the curriculum; (6) assessment in reading and writing, including portfolio assessment, informal approaches, and standardized tests; and (7) the role of parents. Lists of suggested readings accompany each chapter. (JDD)

ED 370 311 EC 303 043

Lopez de Williams, Milka
Conocimiento de Transmision de SIDA y Percepcion Hacia los Ninos con SIDA en el Salon de Clases de los Maestros de Educacion Especial (Knowledge of AIDS Transmission and Special Education Teachers' Attitudes towards Children with AIDS in the Classroom).
PUB DATE- Dec 93

inclusion of science education in special education settings. Almost half the teachers were found to be using a combination of instructional strategies such as textbook learning and hands-on activities; the hands-on approach was found to be much less common in special education classes. Results are discussed in terms of their implications for students with disabilities and possible directions for future research and practice. (Contains 15 references.) (PB)

ED 370 330 EC 303 062

Pascale, Louise
Multi-Arts Resource Guide. Revised and videotapes I and II .
PUB DATE- 93
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Art Activities; *Art Education; Art Expression; Artists; Childrens Art; Curriculum; Dance; *Disabilities; Elementary Secondary Education; Lesson Plans; *Movement Education; Puppetry; *Self Concept; Teaching Methods; *Theater Arts; *Visual Arts
IDENTIFIERS- Collage; Printmaking

This resource guide and the accompanying videotapes are based on the artist-generated lesson plans of the Very Special Arts Massachusetts artist residency program. Six arts units are presented: Collage, Puppetry, Movement I & II, Printmaking I & II, Theater Arts I & II, and Self Concept I & II. Each of these units consists of several lessons with comments regarding adaptations appropriate for students with varying abilities. Each lesson plan includes an objective, discussion questions, learning activities, and materials lists. The two accompanying videotapes provide the viewer with the opportunity to watch artists at work with teachers and students as they participate in specific lessons from each of the six arts units. Throughout the videos, each artist also provides information and ideas regarding the use of the arts in support of the classroom curriculum. (PB)

ED 370 331 EC 303 063

Idol, Lorna
Key Questions Related to Inclusion and Collaboration in the Schools.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Cooperation; Educational Philosophy; Educational Policy; Elementary Secondary Education; *Mainstreaming; *Program Development; *Regular and Special Education Relationship; Teacher Attitudes
IDENTIFIERS- *Inclusive Schools

NOTE- 16p.; Paper presented at the Annual Language Testing Research Colloquium (March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dutch; Foreign Countries; *Item Response Theory; *Language Research; Language Tests; Listening Comprehension; Models; *Research Methodology; *Sampling; Second Languages; *Statistical Analysis; *Testing; Uncommonly Taught Languages

A study of item response theory in language testing research investigated the influence of sample size on (1) the statistical test of data-model fit and (2) the invariance of parameter estimates. Data were drawn from a 1993 administration of the examination of Dutch as a second language to about a thousand candidates, using results from only the listening comprehension segment. One group of examinees was divided into several randomly assembled subsamples, differing in size. Independent analyses of the subsamples were run to assess sample size influence on output variables. Second, a subset of test items was selected for which statistical model fit could be shown, and stability of data-model fit and invariance of item and person parameters over several randomly drawn subsamples was evaluated. Results indicate that estimates of data-model fit and item and person parameters are highly dependent on sample size, but that estimates will be stable for randomly drawn subsamples from a large sample for which statistical fit can be shown. Implications for theory building in language testing research are discussed. Contains 14 references. (MSE)

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ED 370 352 FL 021 984

Yli-Renko, Kaarina
Intercultural Communication in Foreign Language Education. Research Reports A:168.
PUB DATE- 93
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Problems; Communication Skills; *Communicative Competence (Languages); Comparative Analysis; English (Second Language); Foreign Countries; German; Grammar; *Intercultural Communication; *Language Styles; Native Speakers; *Oral Language; Second Language Instruction; *Second Languages; Skill Development; *Speech Skills; Surveys; Swedish; Transfer of Training; Uncommonly Taught Languages
IDENTIFIERS- *Finland

A study examined the oral language skills needed in a second language to communicate effectively with native speakers. The first part of the study is an analysis of the concept of oral intercultural communication proficiency, particularly as an objective of language instruction. The second part of the study consisted of a survey of native speakers of English and German, and comparison of this data with earlier research on intercultural communication of Finns with Swedes in Swedish. Results (written partly in German) indicate that Finns have rather good grammatical competence in both English and German. Difficulties in communication in these languages are due to limited vocabulary, and in German additionally by slowness and clumsiness of Finns' speech. Finns do not lack empathy or friendliness, necessary elements in intercultural communication, but the monotonous conversation pattern typical

$12,253,719 in new tax revenues and public assistance savings for a net return on investment of $6,412,719 (which equals a 109.78% annual percentage rate of return). (Report includes 55 tables.) (MN)

ED 369 893 CE 066 225

Van Mondfrans, Adrian; Thayn, Kim
Utah State Adult Education Evaluation for July 1992 to June 1993.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Sep 93
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Adult Education; Adult Students; Educational Facilities; Financial Support; Instructional Effectiveness; *Program Effectiveness; Program Evaluation; Public Relations; Questionnaires; School Community Relationship; Site Analysis; Staff Development; State Programs; State Surveys; Student Attitudes; Student Evaluation
IDENTIFIERS- *Utah

The effectiveness of Utah's adult education (AE) program was evaluated. In September 1992, directors of 42 AE centers and 6 other sites serving adults in Utah completed questionnaires regarding AE program indicators/standards regarding administration, planning, facilities, instruction, staff development, community and public relations, evaluation, student services, and finance. In January 1993, the directors were asked to rerate those areas they had marked as needing improvement. Thirty-one completed questionnaires were returned. Additional data were obtained from eight site visits. According to the directors, their programs are generally well administered and well planned, their facilities are appropriate for AE, instruction and instructional materials are meeting most needs, staff development has improved significantly, community and public relations indicators are being met, program evaluation processes are improving, and student services are performing adequately. Among those areas cited as needing further improvement were program philosophy and operating goals, accessibility of facilities to disabled students, feedback regarding programs' effectiveness in meeting community and labor needs. (Appended are a list of AE centers contacted, the center director questionnaire, the state's present and proposed AE student questionnaires and center director's comments regarding the student questionnaire, and a report assessing testing activities.) (MN)

ED 369 894 CE 066 229

Technology--Life--Careers. Guidance Curriculum. Middle/Junior High Schools. Second Edition.
PUB DATE- 93
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aptitude; Behavioral Objectives; Career Choice; *Career Guidance; Career Planning; Classroom Techniques; Core Curriculum; *Decision Making; *Employment Opportunities; Interests; Junior High Schools; Learning Activities; Lesson Plans; Middle Schools; Occupational Clusters; *Prevocational

IDENTIFIERS- *SkillScan
  This facilitator's manual, together with the SkillScan deck of cards for career counseling, uses proven concepts, techniques, and exercises to help counselors and trainers help clients do the following: (1) develop career options based on skills; (2) evaluate career change opportunities to optimize their skills and interests; and (3) prepare clients to highlight their skills in resumes and interviews. The manual is organized in six chapters that cover the following: introduction to the SkillScan professional pack; understanding the SkillScan results; fundamentals of skills in career development; career planning and career change strategies, techniques, and resources; self-marketing for the job search; and integrating SkillScan results with standardized career assessments. Chapters include learning objectives, suggestions for learning activities, information on using the SkillScan cards; teaching methods; background information on career planning, case studies, models, and examples. A resource supplement section contains facilitator tools, career planning and career change materials, self-marketing materials such as resume formats and an interview preparation guide, and lists of 11 references for career assessment (interests, personality, and values), 7 references for career exploration, 5 general references, and 8 references to the theoretical literature. A personal skill profile and copies of the SkillScan cards complete the package. (KC)

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ED 369 911          CE 066 322

Reisner, Elizabeth R.; And Others
Using Youth Apprenticeship To Improve the Transition to Work. An Evaluation of System Development in Eight States.
PUB DATE- 94
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apprenticeships; Articulation (Education); *Demonstration Programs; Educational Change; *Education Work Relationship; Government Role; Grants; Partnerships in Education; Postsecondary Education; Program Development; Program Effectiveness; Program Improvement; School Business Relationship; Secondary Education; State Action; State Federal Aid; State Programs; *Systems Approach; *Transitional Programs; *Youth Employment; Youth Programs
IDENTIFIERS- California; Iowa; Maine; Michigan; Oregon; Pennsylvania; West Virginia; Wisconsin
  In 1992, the U.S. Department of Labor and Council of Chief State School Officers awarded grants for the development of statewide systems to enhance school-to-work transition (SWT) through youth apprenticeship in eight states: California, Iowa, Maine, Michigan, Oregon, Pennsylvania, West Virginia, and Wisconsin. In June 1993, the programs were evaluated with respect to five areas: program elements contributing to state-based SWT systems; state-level governance mechanisms facilitating working relationships among secondary and postsecondary education agencies, state labor and employment agencies, registered apprenticeship, employers, and labor organizations; state actions promoting systemic change in local schools and school districts; state actions facilitating employer involvement in system development and provision of work-based learning opportunities; and contribution of national demonstration grants to development of state systems. Site visits, interviews, and reviews of state plans and reports established

special population students in VE, and Perkins funding and administration. The assessment established that most secondary VE is still very traditional and that Perkins Act-mandated reforms have yet to take hold. In many areas, efforts to integrate curricula and develop tech prep programs were proceeding slowly. Vocational enrollments were continuing to decline, and more disadvantaged and disabled students and fewer high-achieving students were taking VE courses. Compared to secondary-level VE, postsecondary-level VE was found to be stronger, more structured, associated with better economic outcomes for students, and experiencing increasing enrollments of a broader cross-section of students. Among those issues/problems identified as requiring further attention were the following: preparation of postsecondary-level VE faculty, development of tech prep programs, development of performance standards and measures, integration of academic education and VE, school-to-work transition, access for special populations, supply of teachers, and training for "all aspects of industry." (This document contains an executive summary and 15 reports. Many reports contain substantial numbers of references and appended tables/figures. The bibliography lists 154 references.) (MN)

ED 369 930 CE 066 349

Poulton, Bruce R.
The Workplace Literacy System Project (WLS). Phase II. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Mar 94
NOTE- 193p.; For an earlier report, see ED 353 405.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Community Colleges; *Computer Assisted Instruction; Content Area Reading; Courseware; Curriculum Development; *Demonstration Programs; Learning Modules; Literacy Education; *Optical Data Disks; Partnerships in Education; Postsecondary Education; *Program Effectiveness; School Business Relationship; *Systems Approach
IDENTIFIERS- *Textile Industry; *Workplace Literacy

As described in this performance report, the Workplace Literacy System (WLS) project was a national demonstration program in which North Carolina State University, Forsyth Technical Community College, and Sara Lee Knit Products Company (SLKP) participated as partners. During the project's second phase, a nine-module curriculum on the history of the textile industry, the textile process, and cloth utilization was developed and converted to 50 hours of CD-ROM disks courseware (copyrighted as TEXTdisc Version 2.0). Each module gives adult workers practice in establishing reading goals, learning vocabulary, working with graphs, finding main ideas, organizing and scanning for information, making inferences, summarizing, taking tests, and answering comprehension questions. According to the third-party evaluation included in this report, enrollment in the program at SLKP was higher than anticipated, and students, plant supervisors/management, and teachers/instructors who used the package were all very pleased with it. The document also includes the TEXTdisc curriculum and accompanying documentation. Among the curriculum materials included is a four-section guide to using the TEXTdisc program that contains sections on the instructional focus of TEXTdisc, relationship between congruence and career decision-making attitudes was found for both females and males, there was no statistically significant association between congruence and academic success as measured by grade-point average (GPA) for males or females. The lack of a relationship between career decision-making skills and GPA was said to confirm the need for college-level career development programs to include specific methods and techniques designed to enhance students' career decision-making skills and academic performance. (Contains 28 references.) (MN)

ED 369 948 CE 066 396

Schwartz, Linda; Wolfgang, Toni
Children's Occupational Outlook Handbook.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Career Development; *Career Education; *Career Exploration; Educational Needs; Elementary Secondary Education; *Employment Projections; Job Skills; *Occupational Information; Wages

This handbook, based on the U.S. Department of Labor's "Occupational Outlook Handbook," is a book for children describing the work people do for their self-worth as well as for income to pay their bills. The guide describes 196 jobs, organized within the following job clusters: (1) executive, administrative, and managerial; (2) professional specialty; (3) technicians and related support; (4) marketing and sales; (5) administrative support; (6) service; (7) agriculture, forestry, and fishing occupations; (8) mechanics, installers, and repairers; (9) construction; (10) production; (11) transportation and material moving; and (12) youth jobs. For each job title, the following information is provided: job description, working conditions, education and training, job outlook, average earnings, related jobs, subjects to study now and later, getting ready and places to go to observe, and addresses to write to for more information about the careers. The book is indexed by job title. (KC)

ED 369 949 CE 066 397

Simerly, Robert G.
Strategic Financial Management for Conferences, Workshops, and Meetings. Jossey-Bass Higher and Adult Education Series and Jossey-Bass Management Series.
PUB DATE- 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Budgets; *Conferences; Continuing Education; Cost Estimates; *Educational Finance; *Meetings; Money Management; *Nonprofit Organizations; *Program Budgeting; Program Design; Strategic Planning; *Workshops

This book shows how to design and implement a strategic financial management system for any organization that plans conferences, workshops, and meetings. It guides the reader through steps in the budgeting and strategic financial management process. Case studies, hints, and guidelines for avoiding the most common such as mobile training labs, and on-site classrooms), and measurement of information systems, services, and products. Examples can be drawn from site visits in the fall of 1993 to three single-campus, exemplary vocational-technical centers in Oklahoma. The Model of the Reflected Factors of Information Usage (Turner 1992) illustrates the functional components and capabilities that support the constant innovation in the materials, systems, services, products, facilities, and personnel mirrored in the information and instruction infrastructure of these successful vocational-technical centers. These basic organizational and functional components and interfaces, associated with the user-oriented value-added approach to the transfer of information and instruction, can be emulated by all types of organizations. (Contains 30 references.) (KC)

ED 369 968          CE 066 443

Boucher, Wayne I.; DeGroodt, Diane H.
Business-Education Partnership To Help Students Attain Life Skills: A Survey. Background Report BR-2.
PUB DATE- May 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Daily Living Skills; Educational Resources; *Education Work Relationship; Employment Potential; *High Risk Students; Job Skills; Postsecondary Education; Program Effectiveness; *Program Implementation; *School Business Relationship; Secondary Education; *Skill Development

This report profiles 36 successful programs undertaken by businesses outside Arkansas to help at-risk students (particularly minorities) in high school or the early years of college to acquire life skills. Published descriptions of hundreds of programs were reviewed, from which 36 were selected for inclusion in this report. These programs are grouped into five categories: (1) programs concerned with changing behavior or attitudes, such as giving up drugs; (2) programs concerned with parenting skills and prenatal care for teenagers; (3) programs concerned with skills useful in preparing for a career and finding and holding a job; (4) programs concerned with convincing students that going to college is a genuine possibility; and (5) programs concerned with specific life skills, such as economic awareness. The program profiles list contact persons with telephone numbers. The report also contains a list of contacts and an annotated bibliography listing 16 references. (KC)

ED 369 969          CE 066 444

Pascall, Gillian; Cox, Roger
Women Returning to Higher Education.
PUB DATE- 93
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Continuing Education; Educational Theories; Females; Feminism; Foreign Countries; Higher Education; Longitudinal Studies; *Nontraditional Students; *Outcomes of Education; Questionnaires; Reentry Students; Sex Differences; Student Attitudes; *Student Educational

elderly), and a review of the literature on aging. The following information was gained from the study: a profile of the educational levels and other demographic characteristics of the elderly population studied; the relationship between educational attainment and the probability of impaired literacy among older Floridians; the impact of low educational levels on the elderly; and policy and programmatic recommendations for improving the status of elderly education. Some of the findings were as follows: (1) compared to other states, older Floridians are relatively well educated, but because of the size of the elderly population, the state has one of the largest groups of elderly residents with low educational levels in the country; (2) 60 percent of Floridians who have low educational levels are over the age of 60; (3) Floridians with higher levels of education have fewer incidences of disabilities; and (4) illiterate elderly persons are disadvantaged in their recovery from acquired communication disorders such as hearing impairments. The study urged that the state make combating illiteracy in the elderly a top priority and increase literacy education efforts among them. (Contains 32 references and 14 tables.) (KC)

ED 369 987 CE 066 563

Stevens, Paul
A Passion for Work: Our Lifelong Affair.
PUB DATE- 93
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Career Change; *Career Development; *Career Guidance; Career Planning; Change Strategies; Foreign Countries; Individual Development; Post High School Guidance; *Self Evaluation (Individuals); Vocational Maturity

This book explores the career transition journey that a typical person undertakes when resolving difficulties with his or her worklife. It is written from the viewpoint of a counselor who has counseled more than 1,700 persons individually and more than 2,000 people in workshops, incorporating their experiences. The book is organized in three parts. Part 1 explores worklife events and career hazards, including the following: a day of work, the meaning of work, career journeys, expected and unexpected events, dual-career couples, career burnout, job content, career renewal, and the career transition experience. Part 2 examines the process of managing worklife transitions. The following topics are covered: personal responsibility, risk taking, data gathering, stimulus questions, self-help and help from others, the obstacles of time, and the inner self. Part 3 provides information to overcome career transition pitfalls, including ideas on managing emotions and self-development, research interviews, reality testing, career transition loneliness, and underestimating job-seeking complexity. A list of nine publications containing stimulus questionnaires is included. (KC)

ED 369 988 CE 066 564

Harlow, Debra B.; Askov, Eunice N.
Partners for Employees' Progress 1992-1994. A National Workplace

student and institution may create resistance and too little may produce insufficient challenge. College counseling centers report that students now raise more difficult and serious personal problems than ever before: an unsurprising outcome of an increasingly complex social system. Counselors must educate themselves about their institution's learning environment so that they may help students achieve reasonable self-acceptance and a workable relationship with college reality. To fulfill their roles, counselors must be among the most fully and broadly educated people in the world. (RJM)

ED 370 005 CG 025 281

Utah Comprehensive Counseling and Guidance Program Model.
PUB DATE- Nov 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counselor Client Relationship; Counselor Evaluation; *Counselor Role; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Parent Student Relationship; *School Counseling; School Counselors; School Guidance; Student Needs
IDENTIFIERS- *Utah

For many years the school guidance counselor has played an important role in the education and guidance of students in public schools. School counselors have been historically viewed as an appendage or as an ancillary service to the school's education mission. While the ancillary model has helped some students, it has been inadequate in helping all students reach their potential. This Utah program would require changes in certification of counselors and accreditation of school programs in order to better meet the needs of all students. The goals of the program include: (1) move counseling from ancillary status to core status; (2) move counseling from a collection of random activities to a programmatic approach; (3) eliminate non-guidance activities performed by counselors; (4) reach 100 percent of the student population. The components of a successful guidance program include the guidance curriculum, individual planning with students and parents, responsive services, and system support. Implementation of the plan could take place while the current one remains in existence. Evaluation of effectiveness would be measured through personnel, the program itself and students results. A list of competencies and indicators for all levels of students and adults as well as sample job descriptions for the school counselor are included. (BF)

ED 370 006 CG 025 282

Is This the Place...for Healthy Kids? Results of the 1991 Utah Youth Risk Behavior and School Health Education Surveys.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- Oct 91
NOTE- 58p.; For a later report, see CH 025 283.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescent

repeatedly ran away from home, performed poorly in school, and associated with gangs. Jane's home life predisposed her to gang involvement and her adoption of a negative identity. She had no successful role models and did not have access to the positive, self-affirming aspects of her heritage, which in general have been shown to offset pressures toward deviancy. Recognizing the importance of culture in disorders like Jane's, clinicians assessed how issues of cultural identity were affecting Jane's developmental progress and these results were incorporated into a general treatment program. The inpatient multidisciplinary team attended to the evolution and integration of a positive self-view--which included attention to culturally transmitted systems of norms, meanings, and values central to identity formation--by helping Jane discover positive and empowering elements of her heritage. (RJM)

ED 370 026 CG 025 398

Bishop, Rosean M.; And Others
Prediction of Research Self-Efficacy and Future Research Involvement.
PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Graduate Students; Higher Education; Predictor Variables; Researchers; *Research Methodology; Research Skills; *Self Efficacy; Social Science Research

Although graduate programs hope that their students will be committed to research in their careers, most students express ambivalence towards research. Identifying the variables that predict involvement in research thus seems crucial. In this study 136 doctoral students from a wide range of disciplines completed the Research Self-Efficacy Scale (RSES) along with a demographic questionnaire. The RSES was designed to measure self-efficacy beliefs regarding one's ability to successfully perform various research-related behaviors. Hierarchical regression analysis indicated that the number of years in graduate school and student involvement in research contribute significantly to the prediction of research self-efficacy. Initial data on the usefulness of the RSES also suggest that this tool may be effective in revealing why students lack strong interest in research and subsequently do little or no research after graduation. Researchers who employ the RSES should use caution in interpreting its results: assigned rankings on unanswered confidence ratings and the Scale's limited inquiry on future research may lead to incorrect assumptions on a subject's research interests. (RJM)

ED 370 027 CG 025 399

Bieschke, Kathleen J.; And Others
A Factor Analysis of the Research Self-Efficacy Scale.
PUB DATE- Aug 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

each phase. Included are guidelines on team planning, staff and student selection, site selection, and orientation guides. The manual also provides specifics on the training of personnel and the types of activities to employ at the CHAMPS Retreat, as well as strategies on how to sustain the program. Tips are given on how to evaluate the program and supplemental materials offer program handouts which feature step by step instructions. (RJM)

ED 370 046 CG 025 444

Epps, Patricia; Vallenari, Alison
CHAMPS: Peer Leadership Program for Middle School Students. Training Manual.
PUB DATE- 93
NOTE- 234p.; For related documents, see CG 025 443-445.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *Intermediate Grades; Peer Counseling; *Peer Influence; *Peer Teaching; Prevention
IDENTIFIERS- *Peer Assisted Leadership Program; *Peer Modeling; Peer Support Groups

CHAMPS Peer Leadership is a program designed to prepare school and community teams to empower youth to take responsibility for themselves and to prevent abusive behaviors. Students who master process skills such as goal setting, team building, communication, self-responsibility, self-esteem, and empowerment, also have the capability to respond positively to life's challenges. This manual offers instructions on how to organize and sustain a CHAMPS program, in which kids support their peers and use peer pressure to bring about positive changes. The program may be broken down into three phases: (1) Staff Preparation Training; (2) CHAMPS Day, with details on student training; and (3) Program Implementation. The manual offers detailed instructions for each phase. Included are guidelines on team planning, staff and student selection, site selection, and orientation guides. The manual also provides specifics on the training of personnel and the types of activities to employ on CHAMPS Day--where the students learn to model positive peer skills--as well as strategies on how to sustain the program. Tips are given on how to evaluate the program and supplemental materials feature program handouts which offer step by step instructions. (RJM)

ED 370 047 CG 025 445

Vallenari, Alison; Epps, Pat
CHAMPS: Peer Leadership Program. Training Manual.
PUB DATE- 91
NOTE- 240p.; For related manuals, see CG 025 443-444.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; Peer Counseling; *Peer Influence; *Peer Teaching; Prevention

relapses. Two high-risk situations, unpleasant emotions or frustrations, and urges and temptations, played a major role in relapses. This study's findings support the benefits of relapse prevention treatment and aftercare activities, beyond treatment, for relapse-prone alcoholics, thus underlining the need for relapse-prone alcoholics to devote time, energy, and resources to their recovery program. Four tables present statistical summaries. (RJM)

ED 370 066 CG 025 471

Salem, Susan Kohlruss; Elovson, Allana C.
Importance of Ideal Body Image, Self-Esteem and Depression in Females.
PUB DATE- 22 Aug 93
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Body Image; Body Weight; College Students; Depression (Psychology); *Females; *Physical Attractiveness; Physical Characteristics; Self Concept; *Self Esteem; Self Evaluation (Individuals); Social Cognition; Social Influences
IDENTIFIERS- Beck Depression Inventory; Body Esteem Scale; Rosenberg Self Esteem Scale

Dissatisfaction with body image among women has become a major psychological and physical contemporary problem. This study is among the few to empirically suggest that overall body satisfaction is strongly related to perceived discrepancy of one's body image from ideal societal standards of attractiveness. This study also identifies the personal importance of meeting these ideals (IMI) as a mediating variable between body satisfaction and either self-esteem or depression. The results indicated that body satisfaction was positively correlated with self-esteem and negatively correlated with depression scores in a sample of 164 undergraduate women. As predicted, low body satisfaction alone did not predict self-esteem and depression scores as strongly as when IMI was included as a predictor. The presence of IMI enhances our understanding of why not all women who are dissatisfied with their bodies inevitably display lowered self-esteem and depression scores. (BF)

ED 370 067 CG 025 475

Lockwood, Anne Turnbaugh
Preventing Violence in Our Schools.
PUB DATE- Apr 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Conflict Resolution; Curriculum Development; Delinquency Prevention; Interpersonal Communication; Peace; *Problem Solving; *School Security; Secondary Education; Student Attitudes; Student Behavior; *Violence

The incidence of school violence has increased in recent years. In response to the escalation, Deborah Prothrow-Stith developed a violence prevention curriculum to be taught in high schools; it has also been used in middle schools. The first section of this journal issue's report, "Confronting an Epidemic" offers

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Classroom Environment; *Cooperative Learning; Elementary Education; Instructional Innovation; *Literacy; Reading Instruction; *Student Motivation; Teacher Behavior; Writing Instruction
IDENTIFIERS- *Reading Motivation; *Writing Contexts

Emerging from a series of research studies, the WRAp (Writing and Reading Appreciation) program is designed to motivate reading and writing in the elementary classroom. The WRAp program includes: (1) the design of literacy centers; (2) teacher-modeled activities with children's literature; and (3) a period for independent reading and writing called WRAp Time. Through the use of these physical and social contexts, children are motivated to read and write voluntarily in socially cooperative activities. The cooperative literacy experiences of the program are a challenge for teachers and rewarding for the children. (Contains 23 references and 5 figures listing features of the WRAp program.) (RS)

ED 370 088          CS 011 711

Meyer, Margaret Dietz
The Freshman Seminar: Developmental Reading-Writing Students Evaluate Goals Set by Administration, Faculty, and Prior Students.
PUB DATE- Mar 93
NOTE- 25p.; Paper presented at the Annual Meeting of the New York College Learning Skills Association (NY, March 28-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; *Course Objectives; *Developmental Studies Programs; Higher Education; Program Evaluation; Remedial Reading; *Student Attitudes; Writing Assignments
IDENTIFIERS- *Freshman Seminars; Student Surveys

At the end of the fifth year of a successful, ever expanding freshman seminar program, students in selected sections of the course, who were also enrolled in developmental reading/writing, were asked to evaluate the worthiness of the goals in terms of their own freshman year experience. The fifth year was a new pilot year for the program. Some sections of the freshman seminar were integrated with writing courses. The two sections of students, members of the class of 1995, evaluated the goals as part of a final writing assignment, knowing that what they wrote would be used to help plan the course for next year's freshmen. Students evaluated goals set by prior students, administration, and the faculty member of the course. Results indicated that: (1) students' goals for the course remained stable over time, but there was a new priority of 9 of the 10 goals compared to the goals for the 1991-1992 course; (2) students supported the administration's goals and had little difficulty organizing them in priority order; and (3) students had no trouble in sharing their order of priority for faculty members' goals. The paper includes the rank order priority of the class of 1992 goals and the class of 1995 exists in a weak version or a strong version. The weak version stresses interactive consensus-building pedagogical practices where discourse is remade by negotiating it with others. The strong version suggests that discursive practices are themselves constrained, and that there are relations of power that operate extra-discursively through the writing process. The weak version of antifoundational language theory misunderstands Thomas Kuhn and Richard Rorty--the strong version understands Rorty but does not go far enough. Another approach to antifoundationalism sees a way to measure the material dimension and guide hermeneutics, just as, in the weak and strong version, hermeneutics guides scientific description. Roy Bhaskar's transcendental realism suggests a program for pedagogy that imbricates the material and the interpretive. Bhaskar sets down four principles that composition theorists and practitioners might follow: (1) recognize that social forms are uniquely real and do play a role in causing events; (2) grant the existence of objective social structures which are not created by human beings; (3) consider that Rorty's notion that social interaction consists of "coping" with others is limited; and (4) realize that poetic or hermeneutic "redescription" does not render the sciences (social or physical) redundant. Carrying the antifoundationalist paradigm to its most logical ends can make for a stronger pedagogy than has so far been developed. (RS)

ED 370 108          CS 214 317

Hill, Charles A.
Writing-to-Learn as a Rationale for Writing across the Curriculum.
PUB DATE- 17 Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Teacher Role; Theory Practice Relationship; Undergraduate Students; *Writing Across the Curriculum; Writing Processes; Writing Teachers
IDENTIFIERS- Dialogic Communication; *Writing Thinking Relationship

That writing promotes learning hardly needs demonstration, despite the fact that actual empirical studies on the premise have been inconclusive. What would further the effectiveness of writing across the curriculum programs is not more empirical studies but rather an assessment of the practices and exercises that further writing as a learning tool. While empirical studies concentrate on how writing improves recall abilities, common sense suggests that writing's most important benefits are those in the area of logical thinking. It exposes gaps in the writer's reasoning; it reveals how incomplete his or her understanding of an issue may be; and it encourages additional exploration and understanding of the writing topic. Furthermore, the writing process usually results in an internal dialogue, wherein the writer questions his or her own assumptions and conclusions in anticipation of the responses of his or her audience. If this internal process eludes some students, however, it could be because they have not been modeled in the classroom. Some forms of reasoning, such as explicating a poem or analyzing a speech or interpreting the results of an empirical study, cannot be learned solely through that the phenomenon of the missing apostrophe in contemporary written English offers a unique opportunity to record and describe the kind of pervasive morphemic, grammatical and syntactical change that, for the most part, has only been observed in a post facto, static way. (TB)

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ED 370 126          CS 214 337

Latchaw, Joan S.
What They Don't Tell You in Graduate School.
PUB DATE- Dec 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Beginning Teachers; *College Faculty; *Education Work Relationship; Faculty Workload; *Freshman Composition; Graduate Students; Higher Education; Teacher Expectations of Students; Teacher Participation
IDENTIFIERS- Professional Concerns

A freshman writing director's first year of teaching was worse than anything she had experienced as a graduate student, although she was trying to be exactly the same kind of teacher she had been as a graduate teaching assistant. Her realization was that she needed to know more about the abilities of her students and adjust her standards or expectations. What had made for a successful graduate student (never bothering with socializing or departmental politics) made for a poorly prepared administrator. College faculty must answer to their students. It is also essential for faculty to assess the values and philosophy underpinning the department, since many major university English departments hold very strong philosophical positions which graduate students and faculty must embrace. The isolationist perspective of graduate school life conflicts with the nature of professional life, where faculty work in committees. Graduate students entering professional life should: (1) keep a low profile the first year; (2) quietly study the school and the department; (3) learn to say no; (4) act in good faith; and (5) ask colleagues for help and advice. (RS)

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ED 370 127          CS 214 338

English--A Curriculum Profile for Australian Schools. A Joint Project of the States, Territories and the Commonwealth of Australia Initiated by the Australian Education Council.
PUB DATE- 94
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Communication Skills; *Curriculum Design; Curriculum Development; Curriculum Guides; Elementary Secondary Education; *English Instruction; Foreign Countries; Listening Skills; *Reading Achievement; Student Needs; Text Structure; *Writing Achievement
IDENTIFIERS- *Australia; *National Curriculum

Readings, Bill
Caught in the Net: Notes from the Electronic Underground.
PUB DATE- Dec 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Networks; *Faculty Publishing; Higher Education; Language Role; *Publications; Publishing Industry; Scholarly Journals; Technological Advancement; *Writing for Publication
IDENTIFIERS- Computer Assisted Publishing; *Electronic Journals; Electronic Text; Technological Perspective

Framed by the rising costs of traditional scholarly publishing and the increasing restrictions on library budgets, the turn to electronic publishing seems to be the way of the future, according to the publisher of an electronic journal, "Surfaces." Costs and delays of production and distribution are massively reduced. The electronic journal offers better value in terms of the quantity of information produced, the speed of its production, and the geographical range of its distribution. Financial and technical problems remain--massively reduced production costs cannot be recouped from readers in the form of subscriptions, and the ASCII text format used by electronic journals makes the articles look like draft typescript. However, articles can be slipped into an ASCII set envelope and slipped through the system where they come out as fully formatted and complete with diacritical marks, footnotes, and diagrams. The impact of this technology may undermine, or at least restructure, the nature of academic publication, or what counts as a real scholarly article. The vortex of information available confirms a more widespread contemporary cultural process: the decline of the general reader. Two challenges arise: (1) scholars have to face more directly than ever before the question of the grounds upon which publication can be refused; and (2) the question of what publication means is open. The increased quantity, speed, and distribution that electronic publishing brings will not prosthetically improve existing practices; it promises to significantly alter the basis on which the system functions. (Contains five notes.) (RS)

ED 370 147          CS 508 575

McDowell, Earl E.
An Exploratory Study of GTA's Attitudes toward Aspects of Teaching and Teaching Style.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Graduate Students; Higher Education; Interpersonal Communication; *Sex Differences; *Teacher Attitudes; Teacher Role; *Teacher Student Relationship; *Teaching Assistants; *Teaching Styles
IDENTIFIERS- Communicator Style; Teacher Surveys

A study focused on graduate teaching assistants' (GTAs')

Legislature. Two appendices contain the Academic Excellence Indicator System report and graphs for the 1991-92 school year, and comparative data on Texas' progress toward the National Education Goals. A total of 26 exhibits are included. (LMI)

ED 370 165 EA 025 726

Pechman, Ellen M.; Fiester, Leila
Implementing Schoolwide Projects: An Idea Book.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disadvantaged Environment; *Disadvantaged Youth; *Educational Change; Educationally Disadvantaged; Elementary Secondary Education; Program Effectiveness; *Program Implementation; *School Restructuring
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This handbook provides information on how to use comprehensive schoolwide models to improve learning for more students. It paves the way for creating programs under Title I of the Elementary and Secondary Education Act (ESEA) that are grounded in the lessons of successful Chapter 1 schoolwide programs. Following the executive summary and introduction, the first chapter examines schoolwide programs as a catalyst for Chapter 1 reform. Chapter 2 examines the context for Chapter 1 schoolwide projects. Successful schoolwide projects anticipate high standards and recognize three key factors--leadership and planning, academic focus through instructional flexibility, and accountability. The third chapter identifies promising practices and their key features, which include an agreed-upon vision, academic focus, planning and design, management and organizational structure, professional development, cultural inclusiveness, parent and community involvement, and evidence of student progress. Chapter 4 analyzes challenges and opportunities for schoolwide projects, such as planning adequate time to learn new roles and prepare for new resources, enhancing communication and involvement, moving beyond reduced class size, including parents and community, stabilizing change, and monitoring achievement variability. The final chapter offers profiles of 12 effective schoolwide projects at various elementary and primary schools. Appendices contain contact information, and materials for schoolwide planning and project implementation. Contains 114 references. (LMI)

ED 370 166 EA 025 731

Tribus, Myron
The Application of Quality Management Principles in Education at Mt. Edgecumbe High School, Sitka, Alaska.
PUB DATE- Nov 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Objectives; High Schools; *Management Systems; Nontraditional Education; *Organizational Change; Public Schools; *School Effectiveness; *School Restructuring; *Total Quality Management

A special publication compiled for the Illinois Association of School Boards (IASB) consists of the School Code, plus numerous other statutes selected by IASB for their relevance to public school governance and administration, as enacted as of January 1, 1994. In addition to the School Code, laws from other sections of the statutes are added to the publication when they become especially important to school officials. Statutes pertaining to pensions, motor vehicles, labor relations, and open meetings are among those added to the IASB edition of the School Code in recent years. This 1994 edition includes all laws previously included, plus statutes on 10 additional topics including truth in taxation, juvenile courts, as well as the hiring of architects and engineers. However, because the contents are selective rather than all-inclusive, the user will not find here every statute that might be applicable or of interest. An alphabetical index lists references to chapter and paragraph. (MLF)

ED 370 187          EA 025 817

Farkas, Steve
Divided Within, Besieged Without: The Politics of Education in Four American School Districts.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict; *Educational Change; Educational Objectives; Elementary Secondary Education; *Politics of Education; *Public Schools; *School Community Relationship; *School Districts

Many educators and community members are concerned about public education and attempts at education reform. Communication, conflict, and attempts at consensus are all parts of carrying out education reform. Four school districts in different parts of the country were examined to see how they handled school reform. The study included interviews with more than 200 educators and citizens from school districts of varying sizes in the Northeast, Midwest, South, and West. Findings indicated that what started in each district as genuine reform disintegrated because of conflict, poor communication, suspicion, and anger. The consistency of the behavior across the four districts indicates that the problems are not isolated, but systemwide. The most harmful effect of the conflicts was how they distracted professionals from their primary goal: improving educational opportunities for students. Most education reform attempts focus on teaching, curriculum, standards, assessment, and other factors. However, the politics of education reform and the conflicts that arise from trying to implement it are important issues as well. These problems offer some explanation as to why school reform is so difficult to achieve. (JPT)

ED 370 188          EA 025 818

Brooks, Annie
Power and the Production of Knowledge: Collective Team Learning in Work Organizations.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

international community's commitment to ensure the right to education for all people. Subsequently, the International Consultative Forum was established to monitor progress toward Education for All (EFA) and to promote consultation and cooperation at a global level. This report, issued by the Forum's Secretariat, provides a global overview of current trends in primary education. Following the introduction, the first section examines progress made toward the following goals: reducing illiteracy; reaching the excluded children; easing the demographic pressure; and universalizing primary education. The second section identifies the ups and downs of primary education, such as uncertain growth and the schooling of girls. Section 3 describes problems in ensuring educational quality--the measurement of quality, the age at which children enter school, incomplete schools, grade repetition, school survival, lack of materials, teachers' qualifications, and the measurement of academic achievement. Resources for education are described in the fourth section, which include public expenditures and donor support for basic education. The final section examines the EFA process in various countries. A league table shows key indicators for 87 developing countries; another illustrates how 121 countries are implementing the EFA framework. Twenty-five figures are included. Appendices contain a list of regions for the EFA report and notes on data. (LMI)

ED 370 208 EA 025 843

Task Force Reports Summaries, Revised.
PUB DATE- Dec 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Educational Planning; Elementary Secondary Education; Program Evaluation; *Public Schools; *State Government; *Statewide Planning
IDENTIFIERS- *Oregon; *Oregon Education Act for the 21st Century 1991

The Oregon Educational Act for the 21st Century was passed to restructure the public school system to address past shortcomings and to prepare for the future. The act provided a blueprint for 10 task forces appointed by the Superintendent for Public Instruction to explore ways to initiate and implement reform. This report contains summaries of those committees' work: their definitions and beliefs, recommendations, and documents which have guided their decision making. The task forces included nongraded primary, middle education level, Certificate of Initial Mastery, Certificate of Advanced Mastery, school choice, alternative learning environments, extended school day/year, employment of minors, integration of social services, and site-based decision making. Appendices of each task force report summary include documents and information used in making recommendations and the names of task force members with their affiliations. (JPT)

ED 370 209 EA 025 844

Lynn, Leon
Bibliography on School Restructuring.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94

AASA resources on quality management in education, bibliographic credits for each article, an author index, and a school district index. (MLF)

ED 370 229 EA 025 865

Glass, Thomas E.
The 1992 Study of the American School Superintendency: America's Education Leaders in a Time of Reform.
PUB DATE- 92
NOTE- 118p.; For a report on the 1982 survey, see ED 225 295.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Education; Board Administrator Relationship; Comparative Analysis; Elementary Secondary Education; Mentors; *Minority Groups; National Surveys; *Occupational Information; Professional Development; Public Schools; *School Districts; School District Size; *Superintendents; Tables (Data); *Women Administrators

A survey of school district superintendents sought to gather data on a number of characteristics and compare the data with earlier surveys. From a random sample of 2,536 superintendents, stratified by district size, responses were received from 1,724, for a return rate of 68 percent, or 11 percent of all U.S. superintendents. The variables covered included superintendent age, sex, ethnic group, marital status, political affiliation, career history and experiences, discrimination problems, mentors, relationships with school boards, minority and women superintendents, and professional preparation and training. Also covered were districts' urban or rural location, and changing demographics. The 1992 10-year study found that only a small percentage of the nation's superintendents are women or members of a racial or ethnic minority group. However, women and minority superintendents are more often found in larger, more urban school districts. Superintendents have more formal education than their counterparts in previous decades. The complexity of the position also has increased. The 1992 study shows that most superintendents spend about 15 years as superintendents in no more than three districts. Numerous tables present the data. (Contains 91 references.) (MLF)

ED 370 230 EA 025 867

Kawakami, Alice J., Ed.
School Finance and Facilities Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 5p.; For full report, see ED 364 988.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; *Educational Facilities; *Educational Finance; Educational Quality; Elementary Secondary Education; Expenditure per Student; Regional Laboratories; *School Support
IDENTIFIERS- *Pacific Region

This document presents findings of a Pacific Region Educational Laboratory (PREL) study on the status of school finance and facilities in the 10 entities of the Pacific region served by PREL--American Samoa, Commonwealth of the Northern Mariana

Elementary Secondary Education; *Governance; *Governing Boards; Policy Formation; School Administration
IDENTIFIERS- *Local School Councils

Local school councils (LSCs) constitute another type of involvement in the education arena. These councils' functions vary from providing advice to making comprehensive and controversial educational decisions that affect students and staff. This booklet provides background information on LSCs, points out their benefits and drawbacks, and raises key concerns. Critics caution that councils pose the following problems: (1) Educators are caught between the school board and the councils; (2) councils have the potential to abuse power in a way that disables competent principals; and (3) inexperienced and uninformed members may make unsound decisions. Other concerns to be addressed include accountability, roles and relationships, need for uniform policy, principal responsibility, maintenance of educators' professionalism, training, communication, decision making, and collective bargaining. Five steps for getting started are outlined--planning, assessment, goal setting, structural development, and evaluation. Following sections provide answers to most frequently asked questions about LSCs and describe various types of LSCs in Chicago, Kentucky, and West Virginia. In conclusion, the structure of LSCs and how they fit into the governance system are key factors in determining their impact on education. (LMI)

ED 370 250 EA 025 911

Hertzog, C. Jay; Diamond, Pollyann
A Multi-Age, Multi-Ability, Thematically Taught, Full Inclusion Approach to Education: A Model Summer Educational Program.
PUB DATE- Jun 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Disabilities; Elementary Secondary Education; High Risk Students; Multigraded Classes; *Nontraditional Education; *Remedial Programs; *Student Centered Curriculum; Student Motivation; Summer Programs
IDENTIFIERS- *Valdosta State University GA

This paper describes a summer remedial program for third- and fifth-grade students administered by Valdosta State University in Georgia. The program utilizes a multi-age, multi-ability, thematic, and full-inclusion approach. Assessment of the program was based on data collected through interviews with 18 students and a survey of 28 parents. Both groups reported that they enjoyed the program. The high level of student involvement and students' descriptions of the program as "fun" validated the program's hands-on approach. The following recommendations are made for the education of K-7 students: (1) use a hands-on approach to increase student involvement; (2) develop different avenues for parent involvement; (3) incorporate the thematic approach into the instructional process; and (4) consider alternative classroom designs in meeting students' needs. Copies of the interview guide and survey are included. (LMI)

ED 370 251 EC 301 625

Foster, Herbert L., Ed.; Whittaker, Catherine J. R., Ed.
The Forum, 1987-1991.

individuals with spina bifida, and reviews educational implications. The fact sheet emphasizes that school programs should be flexible to accommodate these students' special needs and frequent absences, that children with spina bifida and a history of hydrocephalus often experience learning problems, that mainstreaming sometimes requires changes in school equipment or curriculum, and that children with spina bifida should be encouraged to be independent and to participate in activities with nondisabled classmates within the limits of safety and health. A list of three print resources and five organizations is provided. (JDD)

ED 370 270 EC 303 000

Traumatic Brain Injury: General Information. Fact Sheet Number 18 = Lesion Cerebral: Informacion General. Fact Sheet Number 18.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 94
NOTE- 5p.; Fact Sheet regularly updated. For later updates, contact NICHCY.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; *Educational Methods; Elementary Secondary Education; *Head Injuries; Incidence; *Individual Characteristics; *Neurological Impairments

This fact sheet offers general information about traumatic brain injury. Information includes a definition, incidence, individual characteristics, and educational implications. The fact sheet notes that the designation of traumatic brain injury as a separate category of disability signals that schools should provide children and youth with access to and funding for neuropsychological, speech and language, educational, and other evaluations necessary to provide the information needed for the development of an appropriate individualized education program. The fact sheet emphasizes the need for careful planning for school re-entry and offers suggestions for educators to work constructively with students with traumatic brain injury. A list of seven print resources and three organizations concludes the fact sheet. (JDD)

ED 370 271 EC 303 001

Kupper, Lisa, Ed.
Resources for Adults with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Assistive Devices (for Disabled); *Disabilities; Employment; Independent Living; *Information Services; *Organizations (Groups); Postsecondary Education; Recreational Activities; Referral

This resource guide lists organizations that provide information, referral, and/or direct services to adults with disabilities. The organizations are grouped by the main focus of their activities, including: employment issues (10 organizations), postsecondary education (3 organizations), independent living

Stainback, Susan, Ed.; Stainback, William, Ed.
Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students.
PUB DATE- 92
NOTE- 275p.; Foreword by Jack Pearpoint and Marsha Forest.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Community Support; Curriculum Design; *Curriculum Development; Curriculum Enrichment; Curriculum Evaluation; *Curriculum Problems; *Disabilities; *Educational Strategies; Elementary Secondary Education; *Mainstreaming; Problem Solving; Teaching Methods

This book discusses how the curriculum can be designed, adapted, and delivered in general education classrooms that are attempting to promote inclusive communities. Chapters include: "Toward Inclusive Classrooms" (Susan Stainback et al.); "Celebrating Diversity, Creating Community: Curriculum that Honors and Builds on Differences" (Mara Sapon-Shevin); "Inclusive Education: Making Sense of the Curriculum" (Alison Ford et al.); "Using Curriculum to Build Inclusive Classrooms" (William Stainback et al.) "Using a Collaborative Approach to Support Students and Teachers in Inclusive Classrooms" (Janet L. Graden, and Anne M. Bauer); "Integrating Support Personnel in the Inclusive Classroom" (Jennifer York et al.); "Student Collaboration: An Essential for Curriculum Delivery in the 21st Century" (Richard A. Villa and Jacqueline S. Thousand); "Support and Positive Teaching Strategies" (Wade Hitzing); "It's Not a Matter of Method: Thinking About How to Implement Curricular Decisions" (Dianne L. Ferguson and Lysa A. Jeanchild); "Measuring and Reporting Student Progress" (Brian Cullen and Theresa Pratt); "Quality in Our Schools: A Parental Perspective" (Jeff Strully et al.); "Community-Referenced Learning in Inclusive Schools: Effective Curriculum for All Students" (Michael Peterson, et al.); "Extracurricular Activities" (Mary Falvey, et al.); and "Curriculum in Inclusion-Oriented Schools: Trends, Issues, Challenges, and Potential Solutions" (Michael F. Giangreco). Contains 397 references. (PB)

ED 370 293 EC 303 024

Glimps, Blanche E. Jackson
Reasonable Instructional Accommodations for College Students with Learning Differences or Disabilities.
PUB DATE- 18 Feb 94
NOTE- 22p.; Paper presented at the Annual National Forum on New Students with Disabilities (13th, Columbia, SC, February 18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Freshmen; College Students; *Compliance (Legal); Delivery Systems; Educational Legislation; *Educational Methods; Educational Needs; Federal Legislation; Higher Education; Incidence; *Learning Disabilities; Learning Problems; Sex Differences; *Student Characteristics; Student Personnel Services; Two Year Colleges; Undergraduate Students
IDENTIFIERS- Americans with Disabilities Act 1990; Rehabilitation Act 1973 (Section 504)

This paper addresses issues in the provision of educational

NOTE- 171p.; M.Ed. Thesis, University of Puerto Rico.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Age Differences; Elementary Secondary Education; *Knowledge Level; Sex Differences; *Special Education Teachers; *Teacher Attitudes; Teacher Background; Teaching Experience
IDENTIFIERS- New York (Oswego County)

This Spanish-language master's thesis presents a study which measured special education teachers' knowledge of AIDS (Acquired Immune Deficiency Syndrome) virus transmission and their attitudes toward children with AIDS in schools. Attitudes were then related to social variables such as sex, teacher's age, and knowing someone with AIDS. A survey of 101 Oswego County, New York, special education teachers found that 52 percent had a moderate knowledge about AIDS transmission, and 48 percent of respondents had a positive perception of children with AIDS. Findings also indicated that teachers had received effective training and information about AIDS; teachers seemed to feel insecure about applying that knowledge to particular situations of possible risk; knowing people with AIDS provoked negative or inadequate perceptions of that population; and age, sex, and teaching experience were not related to teachers' perceptions or AIDS knowledge. Several recommendations are outlined. Appendices contain a copy of the questionnaire in both English and Spanish. (Contains almost 100 references.) (JDD)

ED 370 312 EC 303 044

Roberts, Nicole; And Others
Living Your Own Life: A Handbook for Teenagers by Young People and Adults with Chronic Illness or Disabilities.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adolescents; *Advocacy; *Chronic Illness; Civil Rights; Communication Skills; Decision Making; *Disabilities; *Emotional Adjustment; Goal Orientation; *Independent Living; *Individual Development; Interpersonal Relationship; Life Style; Planning; Resources; Sexuality; Young Adults
IDENTIFIERS- Self Advocacy

This book aims to provide teenagers with chronic illnesses or disabilities with useful information, moral support, and understanding as they make the transition to adulthood. It points out that although individuals with disabilities may want and need others for support, they can still live independently and make choices in all areas of their lives. Several young adults share their experiences and views on managing their lives, focusing on emotional adjustment, healthy lifestyles, planning for the future, setting realistic goals, understanding the importance of good communication, knowing their legal and human rights and being a self advocate, and exploring the need for relationships and physical affection. Step-by-step

This paper presents 15 questions for educators and administrators to ask themselves in designing and implementing inclusive and collaborative school programs. Questions, and the accompanying answers, cover such issues as funding, parental support, district philosophy, support for teachers, service delivery, teacher attitudes, regular education student and staff preparation, and program evaluation. Together, the questions are intended to guide the planning process and create a solid proactive foundation for the collaborative development and implementation of inclusive education programs. (PB)

ED 370 332 EC 303 064

Teaching Strategies: Education of Children with Attention Deficit Disorder.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attention Deficit Disorders; *Classroom Techniques; Drug Therapy; *Educational Diagnosis; Elementary Secondary Education; Parent Teacher Cooperation; Symptoms (Individual Disorders); *Teaching Methods

This booklet presents practices currently in use by teachers of students with attention deficit disorder (ADD) in elementary and middle school. Guidelines for diagnosing ADD and discussing diagnosis with parents are provided, and special considerations for working with students who are taking medication are presented. Teaching strategies to build on students' strengths and work around their weaknesses are described, including strategies for classroom management, lesson modification, and family cooperation. A final chapter presents tips for professional development, collaboration, and administrator support. The booklet concludes with guidelines for locating additional resources. (PB)

ED 370 333 EC 303 065

Where Do I Turn? A Resource Directory of Materials about Attention Deficit Disorder.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; *Advocacy; *Attention Deficit Disorders; Elementary Secondary Education; *Organizations (Groups); *Parent Associations; Parent Rights; *Public Agencies; *Resources; Student Rights; Voluntary Agencies

This directory lists government agencies, advocacy groups, and reading materials on attention deficit disorder (ADD). The directory includes 19 national organizations, 37 general print information sources, 32 books and pamphlets for parents of children with ADD, 20 resources for children with ADD, 9 books of Finns may suggest lack of enthusiasm to German interlocutors. The Germans also pointed out that Finns do not know polite German language usage. The English-speakers tended to show more tolerance. These findings and those of the earlier Swedish study suggest that Finns' greatest foreign language communication dilemma is related to cultural communication patterns transferred to intercultural communication. (MSE)

ED 370 353 FL 021 985

Yli-Renko, Kaarina, Ed.
Cross-Cultural Studies: A Challenge to Teacher Education. Research Reports A:156.
PUB DATE- 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Students; Comparative Analysis; *Cross Cultural Training; Education Majors; Elementary Education; Foreign Countries; German; Higher Education; *Intercultural Communication; Language Teachers; Personality Traits; *Student Attitudes; Surveys; *Teacher Characteristics; *Teacher Education; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Botswana; California; Finland; Zimbabwe

Two studies are reported: "Elements of 'Good Teaching': A Comparison of Education Students' Perceptions in Botswana, California, Finland, and Zimbabwe" (John Yoder, Larry Shaw, Ben Siyakwazi, Kaarina Yli-Renko) and "Intercultural Communication: A Challenge to German Language Teacher Education" (Kaarina Yli-Renko). The first explored differences in the perceptions of 279 teachers in training in 4 countries concerning what constitutes effective and ineffective teaching. Subjects were asked to identify among their own primary school teachers the specific teacher they considered most effective and the teacher considered most ineffective. Results show that in Botswana, Finland, and Zimbabwe, teachers were knowledgeable about subject matter and able to teach well. Californians considered personal factors of greater importance than did other subjects. The Finns placed a higher priority on instructional skills than on personality characteristics. All groups felt class management skills were of least importance. The second study investigated factors affecting oral communication in German by Finns, based on a survey of 129 Germans living in Finland. Results indicate slowness, shyness, and communicative helplessness of Finns in speaking German may cause problems in intercultural communication. Finnish behavior also appeared to Germans to be distant and guarded, their intonation patterns monotonous, and their communication less non-verbal. (MSE)

ED 370 354 FL 022 015

Hosenfeld, Carol; And Others
Activities and Materials for Implementing Adapted Versions of Reciprocal Teaching in Beginning, Intermediate, and Advanced Levels of Instruction in English, Spanish, and French as a Second/Foreign Language.
PUB DATE- 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom

Education; *Self Concept; Self Evaluation (Individuals); Sex Stereotypes; Special Needs Students; State Curriculum Guides; *Technical Occupations; Values
IDENTIFIERS- *Utah

This guide includes materials for a 1-year course in technology, life, and careers (TLC) that has been established as the core requirement in applied technology education for Utah junior high/middle school students. Presented first are 18 orientation activities that are designed to give students knowledge of themselves and the ability to apply that knowledge to the career decision-making process. The orientation activities, which have been written to be taught by TLC teachers and guidance counselors in the classroom, each contain the following: topic, time, objective/goal, teacher information, equipment and/or supplies, list of activities, key words and definitions, procedure and evaluations. The titles of the activities are as follows: overview, who am I? (a collage), personal assessment, personal coat of arms, values ranking, 20 things I like to do, abilities, aptitudes, here I am world, gender stereotypes in occupations, cooperation, work relationships, a decision is emotion or logic, decision making, goals, occupational information, orientation to occupational clusters, and history repeats itself. Guidelines are presented for using selected activities to provide minimal, adequate, and optimal orientations. Also included are a nine-activity student occupational plan unit, core curriculum outline, and instructions for adapting the curriculum for special education students. (MN)

ED 369 895            CE 066 234

Services for the Elderly. Curriculum Guide. Academic Integration Supplement. Assistance Services for the Elderly. Student Activity Book.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Aug 93
NOTE- 758p.; For a related reference book, see CE 066 235.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aging (Individuals); Articulation (Education); Behavioral Objectives; *Caregivers; Competency Based Education; *Home Economics; *Integrated Curriculum; Language Arts; *Older Adults; Secondary Education; Secondary School Mathematics; Secondary School Science; *Service Occupations; Social Studies; State Curriculum Guides
IDENTIFIERS- *Elder Care; Texas

This guide is designed for use in implementing Texas' services for the elderly curriculum. The following topics are covered in 33 chapters: understanding the elderly in the United States; services and legislation for the elderly; job opportunities in services for the elderly; employee qualifications; physical, emotional, mental, and social needs of the elderly; housing considerations of the elderly; transportation; the elderly in the marketplace; frauds, gyps, and deceptions; clothing needs; nutrition, menus and diets, mealtimes, exercise, hobbies and activities, and educational activities for the elderly; sanitation; safety; preventive health measures and signs of illness; vital health signs; first aid; terminal illness; body mechanics; planning and managing household tasks; energy; bed that all eight states saw development of SWT systems as responding to the same broad educational and economic goals; however, the states varied in the emphasis placed on each goal. Problems in developing states' capacity for systemic reform and lessons for current programming were identified. (Appended are state data summaries. Contains 17 references and 14 tables.) (MN)

ED 369 912 CE 066 323

School-to-Work Transition. A Texas Perspective.
PUB DATE- 93
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Demonstration Programs; *Education Work Relationship; *Federal Programs; Integrated Curriculum; *Job Skills; *Labor Force Development; Labor Market; Policy Formation; Public Policy; School Business Relationship; Secondary Education; *State Programs; Statewide Planning
IDENTIFIERS- *Texas

This document examines the school-to-work transition issue from a state, national, and global perspective. Chapter 1 explores problems facing youths entering the job market, demands of the global marketplace and changing economy, critical skills needed by workers, and benefits of integrating academic and workplace skills in the classroom. Chapter 2 examines how the United States' chief competitors--Japan, England, Germany, Sweden, and Denmark--are educating their workers. Chapter 3 looks at models for integrating school and the workplace. Chapter 4 considers national policies and initiatives; Chapter 5 explores Texas policy and initiatives. Chapter 6 examines promising school-to-work efforts in other states. Chapter 7 looks at examples of school-to-work transition efforts and promising practices in Texas schools and communities. Chapter 8 offers examples of how teachers can integrate skills and competencies recommended by the Secretary's Commission on Achieving Necessary Skills (SCANS) into classroom activities. Chapter 9 offers strategies counselors and parents can use to help prepare young people for the world of work. Chapter 10 offers suggestions on how schools and businesses can form partnerships, how teachers can incorporate job-related elements into classrooms, and how employers can support the school-to-work transition process. Appendixes include the following lists of resources: publications, newsletters, national organizations, Texas organizations, tech prep consortia contact persons, state-level contacts, and regional contacts for federal and state programs. An index is provided. Contains 91 references. (YLB)

ED 369 913 CE 066 324

Hearing on School-to-Work Transition. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, One Hundred Third Congress, First Session (July 15, 1993).
PUB DATE- 94
NOTE- 61p.; Serial No. 103-42. For related documents, see ED 367 913-914.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)

setup and use of its hardware and software, and additional information about the instructional management features of TEXTdisc 4.1. (MN)

ED 369 931 CE 066 363

Kennedy, Joyce Lain; Morrow, Thomas J.
Electronic Job Search Revolution. Win with the New Technology that's Reshaping Today's Job Market.
PUB DATE- 94
NOTE- 207p.; For a related document, see CE 066 364.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Computer Oriented Programs; *Computers; *Databases; *Employment Interviews; *Job Application; *Job Search Methods; Personnel Selection; Resumes (Personal); *Technological Advancement

This book contains information about the resources available to merge new technology and the search for employment. It offers suggestions from human resource specialists, software authors, and database experts. Chapter 1 is an overview of how the computer has become indispensable in a job search. Chapter 2 focuses on external, third-party resume database services--independent firms that register people in their databases and then permit employers to draw from the databases when searching for people to hire. Chapter 3 examines how jobs are being filled with people whose resumes have been entered into the employer's own internal database. Chapter 4 looks at the jobs side as it considers electronic resources for actual advertised job openings--computerized, classified help-wanted ads. Chapter 5 explore the efficiencies of using employer databases that are available on CD-ROM disks, computer disks, and online to customize a list of job prospects. Chapter 6 focuses on how the world of computerization has developed to the point where companies allow computers to take initial applications from job seekers and, in some cases, administer testing before the hiring process moves to the second level. Chapter 7 reviews other electronic services for today's job market and ends with a preview of emerging technologies that will take job searches further. Appendixes include definitions of computer terms and an index. (YLB)

ED 369 932 CE 066 364

Kennedy, Joyce Lain; Morrow, Thomas J.
Electronic Resume Revolution. Create a Winning Resume for the New World of Job Seeking.
PUB DATE- 94
NOTE- 233p.; For a related document, see CE 066 363.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Computer Oriented Programs; Computers; Job Applicants; *Job Application; *Job Search Methods; *Personnel Selection; *Resumes (Personal); *Technological Advancement

This guide teaches the new tools and the new rules for writing a resume that can be used by both computers and human readers. Chapter 1 gives an overview of the explosive speed at which hiring automation is moving, notes advantages and disadvantages to job seekers, and suggests a simple method for becoming mistakes are given, and suggestions for using personal computer software to assist with financial management, along with budget forms, are included. The nine chapters of the book cover the following topics: (1) developing a foundation for strategic financial management; (2) creating a budget for one program; (3) the importance of recovering administrative overhead; (4) how to recover administrative overhead; (5) developing an accounting system that enhances daily decision making; (6) planning the comprehensive strategic financial management system; (7) using a team approach to create a balanced budget; (8) seven principles that ensure success; and (9) leadership skills for strategic financial management. Resource sections include sample budget forms, a glossary of financial management terms, suggested personal computer software, and 11 references. (KC)

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ED 369 950 CE 066 419

Fisk, William R.; And Others
Workplace Literacy across the Three Phases of Textile Manufacturing. National Workplace Literacy Demonstration Project. Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 22 Apr 94
NOTE- 91p.; For related documents, see ED 361 516 and CE 066 420-424.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Curriculum Development; *Finishing; Formative Evaluation; High School Equivalency Programs; Labor Force Development; *Literacy Education; Pretests Posttests; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; Summative Evaluation
IDENTIFIERS- *Textile Industry; *Workplace Literacy

A project promoted job literacy skills, improved worker productivity, and completed job-related literacy training covering the three phases of textile manufacturing. It created successful job-related training programs for greige mill and finishing plant employees through the following methods: conducting task analyses, modifying and creating curricula, identifying workers' job literacy deficiencies, and implementing curricula and evaluating curriculum effects. The project unified the task analyses and curricula for the three phases of the textile process. Ninety-nine students attended General Educational Development (GED) classes; 25 passed the GED exam. The evaluator used the main objectives and project activities to develop a set of basic project elements that were organized into a monitoring checklist to assess time and degree of implementation of each element and to develop evaluation questions to serve as the basis of the summative evaluation. Where pre- and posttests were available, statistically significant increases were found in math and vocabulary. Utility analysis results indicated highly cost-effective educational benefits. Results of two follow-up studies suggested that classes were a valuable experience that helped participants form positive work attitudes and gave them an entry point/incentive for further educational efforts. Participants reported improvements in self-esteem, self-confidence, and communication and computer skills. (Instruments are appended.) (YLB)

Objectives; Theory Practice Relationship; *Womens Education
IDENTIFIERS- *England

In 1983 43 adult women who returned to pursue full-time undergraduate studies at two institutions of higher education in England's East Midlands around 1980 were interviewed. In 1991, efforts were made to trace and reinterview the women. Of the 25 women located, 23 were interviewed a second time. When first interviewed, the women were certain that education was going to increase their employment opportunities and their independence from traditional family structures. Their perceptions of the role of education bore much more resemblance to notions of education as opportunity as expressed by the early pioneers of education for women than they did to the ideas of most feminist theorists of the nature of education for women and girls today. A small group of the women used their degrees to further existing careers. A second small group found it difficult to use their education in careers at all. The two most typical outcomes of the women's higher education, however, were lateral moves to another career and advancement to management or a professional career. (Appended are the two interview schedules.) Contains 100 references. (MN)

ED 369 970 CE 066 445

Phillips, Maria; Burrell, Lewis
A Challenge to Vocational Educators. Patrick J. O'Connor Distinguished Scholars. 1994 Papers.
PUB DATE- Feb 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; *Educational Objectives; *Education Work Relationship; Futures (of Society); Labor Force Development; Leadership; *Program Administration; *Total Quality Management; Vocational Directors; *Vocational Education

This document contains two papers dealing with challenges facing vocational educators. "Producing a Competent Workforce for the Year 2000: Industry Expectations of Education" (Lewis Burrell) draws the following conclusions: (1) employers and educators need to form a close coalition to plan, design, and execute a system of education and training that will meet the needs of the work force of the future; (2) education for the work force must be an ongoing process through either seminars or advanced systems of training; and (3) employers and educators must strive to demand experiences from their students and workers that will enable them to develop the qualities required to achieve anticipation, innovation, and excellence. "Quality Management: A Leadership Imperative for Vocational Education Administrators" (Maria Phillips) explores the role of total quality management in vocational education and discusses how, by changing attitudes, practicing teamwork, and improving quality, vocational administrators can develop a vocational education program based on the following four pillars of schools of quality: primary focus on suppliers and customers, dedication to continuous improvement, systems/process orientation, and strong and consistent total quality leadership from top management. (MN)

ED 369 971 CE 066 446

Outreach and Technical Assistance Network. Four Year Evaluation Report December 1, 1989-January 31, 1994. An Education 2000

Literacy Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- May 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Basic Skills; Community Colleges; *Inplant Programs; Job Skills; *Literacy Education; *Outcomes of Education; *Program Implementation; Skill Development
IDENTIFIERS- North Carolina; *Workplace Literacy

Four community colleges in North Carolina cooperated to provide workplace literacy education to employees of eight plants in the state. The target population for the program was 710 adults who had not completed high school or who were functioning below high school level who were employed at one of the industry sites. The Comprehensive Adult Student Assessment System Employability Competency System was used to assess basic skill levels of students/employees along with criterion-referenced tests developed for the customized curriculum. Classes were provided on site during regular work hours, and employees were compensated for their time. The program proved successful in the following areas: recruiting more than the targeted number of employees, improving the basic skills levels of those employees who participated in the program regularly, improving job-related literacy skills, improving productivity and quality of work, improving attendance, continuing curriculum development, providing orientation to teaching staff, and meeting individual employees' needs for job-related education (resulting in job promotions and increased proficiency). An outside evaluator determined that the workplace literacy program had been successful and suggested changes in administrative structures. (KC)

ED 369 989 CE 066 565

Mayeske, George W.
Life Cycle Program Management & Evaluation: An Heuristic Approach. Parts I and II.
PUB DATE- Apr 94
NOTE- 375p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Extension Education; Guidelines; *Models; *Program Administration; *Program Design; *Program Development; Program Evaluation; *Program Implementation; Workshops
IDENTIFIERS- *Life Cycle System Management Model

This monograph was developed to serve as a conceptual guide for extension educators facilitating or conducting life-cycle program management workshops focused on any of the life-cycle stages of problem finding, program design, program development, program implementation, program maintenance and improvement, and program redirection. This second edition of the guide includes 17 chapters that cover the following: (1) introduction to life-cycle program management; (2) futuristic perspectives for the organization; (3) problem finding; (4) designing a program for the problem--an overview; (5) the program logic

Development; Adolescents; *Health Education; High Schools; Intervention; Nutrition; Physical Activity Level; Self Destructive Behavior; Sexuality; *Student Attitudes; *Student Behavior; *Substance Abuse
IDENTIFIERS- Utah

This report describes the results of two statewide surveys conducted during Spring, 1991: the 1992 Utah Youth Risk Behavior Survey (YRBS) and the 1991 Utah School Health Education Survey (SHES). Sixty-three schools were randomly selected to participate in the state-level YRBS, and all 311 public and private schools with students in grades 7 through 12 were asked to complete the SHES. Many health problems experienced by youth are caused by a few preventable behaviors, such as drinking and driving and unprotected sexual intercourse. Effective educational programs may be able to reduce the extent to which adolescents engage in health risk behaviors. The results of this report can be used to identify adolescent needs, develop curricula to meet those needs, and design teacher training based on effective curricula. The survey included questions on the following types of health risk behaviors: (1) Intentional and Unintentional Injuries; (2) Tobacco, Alcohol, and Other Drug Use; (3) Behaviors That Result in HIV Infection, Other Sexually Transmitted Diseases and Unintended Pregnancy; (4) Dietary Excesses and Imbalances; and (5) Physical Inactivity. A summary of the results as well as a list of references are also included. (BF)

ED 370 007 CG 025 283

Gray, Donald Z.; And Others
Is This the Place...for Healthy Kids? Results of the 1993 Utah Youth Risk Behavior and 1992 School Health Education Surveys.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 28 Dec 93
NOTE- 46p.; For an earlier report, see CG 025 282.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescent Development; *Adolescents; Elementary Secondary Education; *Health Education; Health Programs; Intervention; Nutrition; Physical Activity Level; School Counseling; Self Destructive Behavior; Sexuality; *Student Attitudes; *Student Behavior; *Substance Abuse
IDENTIFIERS- Utah

This report describes the results of the 1993 Utah Youth Risk Behavior Survey (YRBS) and summarizes results of the 1992 Utah School Health Education Survey. Many health problems experienced by youth are caused by a few preventable behaviors, such as alcohol abuse and unprotected sexual intercourse. Tobacco use, dietary patterns that cause disease, and physical inactivity, which are behaviors established during youth, lead to health problems later in life. YRBS respondents were asked about unintentional and intentional injurious behaviors, tobacco, alcohol and drug use, sexual behaviors, dietary behaviors and physical inactivity. The results of the survey indicated that youth in Utah continued to engage in behaviors that put them at risk for the significant mortality, morbidity, disability, and social problems extending from youth to adulthood. School health programs attempt to teach youth to adopt and maintain healthy behaviors. Successful programs incorporate eight interdependent components: (1) Health education; (2) Health services; (3) Nurturing biophysical and

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Factor Analysis; Graduate Students; Higher Education; Predictor Variables; Researchers; *Research Methodology; Research Skills; *Self Efficacy; Social Science Research
IDENTIFIERS- *Research Self Efficacy Scale

Counseling professionals' and counseling psychology students' interest in performing research seems to be waning. Identifying the impediments to graduate students' interest and participation in research is important if systematic efforts to engage them in research are to succeed. The Research Self-Efficacy Scale (RSES) was designed to measure self-efficacy beliefs regarding one's ability to successfully perform various research-related behaviors. This study examined four factors of the RSES: (1) Conceptualization; (2) Early Stages; (3) Presenting the Results; and (4) Implementation. Doctoral students (n=177) from a large mid-eastern university, representing a broad range of disciplines, were asked first to provide some background information and then rate their interest in research on the RSES. Results indicate that the RSES appears to have a coherent factor structure and thus has potential usefulness for understanding students' beliefs regarding their ability to complete various research tasks. Reliable measures of research self-efficacy beliefs may help predict a subject's involvement in research as a professional. The RSES may also be useful in pinpointing students' weak areas and thus help graduate programs develop research training curricula. Included in this study are two tables summarizing the study's statistical analyses. (RJM)

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ED 370 028            CG 025 401

Himelein, Melissa J.; And Others
Resilience in Child Sexual Abuse Survivors: Healing Power of Illusions.
PUB DATE- Apr 94
NOTE- 6p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, April, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Child Abuse; *Cognitive Style; Higher Education; Mental Health; Psychological Characteristics; Psychological Patterns; *Sexual Abuse; Well Being
IDENTIFIERS- *Illusions; *Optimism; Traumas

Because research has focused on psychopathology rather than psychological health, little is known about how child sexual abuse (CSA) survivors escape childhood trauma unharmed. This investigation sought to identify cognitive characteristics associated with resilience following a history of CSA. The study sample of 180 women was drawn from a small, public university. Questionnaires assessed demographic information, CSA history, cognitive characteristics and illusions, and current psychological functioning. Illusion was defined on the basis of three cognitive measures: (1) exaggerated perceptions of internal control over life events; (2) unrealistic optimism; and (3) accurate self-knowledge. Twenty-five percent of participants (n=45) reported a history of contact CSA, defined as unwanted sexual contact occurring prior to the age of 15 and initiated by someone 5 or more years senior. A greater percentage of abused women than nonabused women were represented by the lowest income category: below $15,000. No

IDENTIFIERS- *Peer Assisted Leadership Program; *Peer Modeling; Peer Support Groups

CHAMPS Peer Leadership is a program for the prevention of drug, alcohol, and tobacco use, and other negative behaviors and issues facing children. The program asks children to take responsibility for themselves and make positive changes in their schools and communities. Students who have process skills such as goal setting, team building, communication, self-responsibility, self-esteem, and empowerment, also have the capability to respond positively to life's challenges. This manual offers instructions on how to organize and sustain a CHAMPS program, in which kids support their peers and use peer pressure to bring about positive changes. The program may be broken down into three phases: (1) Staff Preparation Training; (2) CHAMPS Day, with details on student training; and (3) Program Implementation. The manual offers detailed instructions for each phase. Included are guidelines on team planning, staff and student selection, site selection, and orientation guides. The manual also provides specifics on the training of personnel and the types of activities to employ on CHAMPS Day, as well as strategies on how to sustain the program. Tips are offered on how to evaluate the program and supplemental materials feature handouts which offer step by step instructions. (RJM)

ED 370 048 CG 025 446

York, C. Michael; Tross, Stuart A.
Evaluation of Student Retention Programs: An Essential Component.
PUB DATE- Mar 94
NOTE- 18p.; Paper presented at the Annual SUCCEED Conference on Improvement of Engineering Education (1st, Raleigh, NC, March 3-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Dropout Prevention; *Evaluation Criteria; Higher Education; Minority Groups; *Program Effectiveness; *School Holding Power
IDENTIFIERS- Georgia Institute of Technology; Program Monitoring

Student retention continues to be an important concern among college and university officials; many programs have been implemented at postsecondary institutions to improve student retention, especially that of minority students. This paper examines the theory and practice of program evaluation in retention-focused programs. Program evaluations typically assess four different criteria for program participants: (1) reaction; (2) learning; (3) behavior changes; and (4) results. Such evaluations try to determine a program's worth, but a program's effectiveness can be difficult to validate. Even if a positive outcome is realized, there is no way of establishing which of the interventions actually resulted in the improved retention. A quasi-experimental approach is recommended for assessing retention programs where participants are not randomly selected, but do undergo pretest and posttest observations and are compared to control groups. An example is presented of such an evaluation by evaluating a 5-week summer bridge program designed to help minority students adjust to college life. The survey, which was developed in six stages, did show that the program helped students prepare for and adjust to college, but the survey did not document the program as an effective retention intervention. A number of ongoing evaluations are recommended for measuring retention effectiveness. (RJM) details of Prothrow-Stith's program, the goal of which is to teach students anger management and good conflict-resolution skills. The program is 10 sessions in length, each session designed to last 1 class period. The sessions involve discussions on violence in America compared to other countries and how friend and family violence are a major part of the problem. The issue of fighting receives special attention and is the climax of the curriculum. The evidence of success of the curriculum lies in the anecdotal stories from teachers and principals who report fewer fighting incidents in the schools. The second article in this report, "A Little Window of Hope" describes a program implemented in a Boston high school by Anne Bishop with the assistance of Prothrow-Stith. Teaching peaceful conflict resolution is viewed as only one aspect of a peaceful society; all levels of society must be permeated. Students are shown homicide statistics and asked to share their points of view on fighting and violence in society. Rather than a pencil-and-worksheet approach to violence students are divided into groups and participate in role-playing activities. They identify the crucial points where a conflict can either lead to violence or be settled peacefully. The curriculum is designed to be taught by different methods and schools may make adjustments according to grade level and preferences of the administration. (BF)

ED 370 068            CG 025 476

Washington, Novella Channell
Effective Coping Strategies Employed in African-American Relationships.
PUB DATE- 92
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992). Cover title: "Effective Coping Strategies in African-American Male-Female Relationships."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); Black Culture; *Black Family; Blacks; *Coping; Cultural Influences; Daily Living Skills; *Family Relationship; *Interpersonal Relationship; Life Events; Sex Differences; Sociocultural Patterns; Stress Management
IDENTIFIERS- *African Americans

Living in a society that is quick to label and condemn, has been, and continues to be a source of pain for African-Americans. However, society's microscope has for sometime had a one dimensional lens, particularly when examining the coping styles of African-American male-female relationships within the African-American family. There exists a great need to study African-American relationships, but it is necessary to point out the strengths in these relationships instead of focusing and magnifying the negative, which may result from culturally inappropriate interpretations of the data. Following a review of the literature findings are discussed and critically analyzed in an attempt to bring to the forefront of African-American male-female relationships variables that have allowed them to survive and prosper. Researchers have noticed the need to look at positive coping styles, as new research is beginning to appear that looks at this trend in relationships, as well as the relationship of external factors in reported dysfunctions and dissatisfactions in an attempt to empower those individuals who still believe in positive male/female relationships in the goals; the original goals of the freshman seminar course, students' rank order of the administration's goals, and the students' rank order of faculty members' goals; and topics for the seminar. Contains seven references. Questions based on readings for the seminar course, directions for the writing assignment, and a sample student paper are attached.) (RS)

ED 370 089 CS 011 712

Beissel, George R.
Spell, Say, and Write--A Synthesis of the Phonics and Whole Word Systems: A Beginner's Workbook for School or Home Study.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Integrated Curriculum; Phoneme Grapheme Correspondence; *Phonics; *Reading Instruction; Reading Skills; *Sight Method; Units of Study; Word Recognition

Suggesting that beginning reading should be a combination of phonics instruction along with the "whole word" approach, this book presents 56 brief and concentrated units of study that demonstrate that both systems can work together to improve the process of learning to read. In all units in the book, learners have the opportunity to read complete sentences immediately based upon the vocabulary in the unit. The book also contains periodic reviews to reinforce previous knowledge. (RS)

ED 370 090 CS 011 713

Weaver, Constance
Phonics Revisited.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Literature Reviews; Phoneme Grapheme Correspondence; *Phonics; *Reading Instruction; *Reading Research; Reading Skills; Whole Language Approach
IDENTIFIERS- *Emergent Literacy; Reading Management

Various lines of research demonstrate that children do not need intensive phonics instruction to develop the functional command of letter/sound patterns that they need as readers. The fact that children normally learn highly complex processes and systems by merely interacting with the external world is perhaps the most important reason why children do not need systematic and intensive phonics instruction. Other reasons (based on research) are: (1) English is an alphabetic language, but by no means a phonetic one; (2) spelling/sound relationships are extremely complex, so complex that commonly taught phonics generalizations are not reliable; (3) patterns of letters are much more consistent than the relationships between single sounds and syllables; (4) it is much easier for young children to hear and grasp syllables and syllable-like units in written language than to hear separate letter sounds; (5) proficient reading involves using everything readers know writing; the process needs to be set in motion prior to the writing process. Those who teach in writing across the curriculum programs must give consideration to the types of classroom practices that will facilitate the kind of inner dialogue that makes writing a learning experience. (TB)

ED 370 109 CS 214 318

Boswell, James, Jr.
Training Students Formally: A Rationale for a Three Credit Course.
PUB DATE- 11 Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-Atlantic Writing Centers Association (Emmitsburg, MD, April 11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Course Content; Course Descriptions; *Instructional Improvement; Instructional Innovation; Tutorial Programs; *Tutoring; *Tutors; Two Year Colleges; *Writing Laboratories
IDENTIFIERS- *Harrisburg Area Community College PA

Writing center tutor training at Harrisburg Area Community College, Pennsylvania, was improved through the development and implementation of a 3-credit course. Professionals in the field, other professors at the institution, writing center tutors, and the community college administration were consulted in the development of the course. The course was given a "trial run" for two years before it was officially adopted as a permanent offering in the college catalog. Outside presenters address the class, and students spend three hours per week in the writing center. The course brings together instruction and hands-on experience. Students acquire skills in working with people and, through course work, are encouraged to do scholarly work. Students are given the opportunity to put theory into practice and later to report their experiences. The course developer/instructor feels that the course has been a joy to teach. Student evaluations have been above average. Generally, students who complete the course remain to tutor in the writing center. The course allows them the opportunity for intellectual stimulation and growth unlike any other course at the college. A chronology from the idea for the course to final adoption in the college catalog is attached. (RS)

ED 370 110 CS 214 319

Allen, James E.
Aristotle and Social-Epistemic Rhetoric: The Systematizing of the Sophistic Legacy.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Rhetoric; *Rhetorical Theory
IDENTIFIERS- Aristotle; Classical Rhetoric; *Rhetoric as Epistemic; Social Epistemic Rhetoric; Sophists

While Aristotle's philosophical views are more foundational than

One of a series of documents produced by a collaborative curriculum development project in Australia, this book is designed to assist in the improvement of teaching and learning English and to provide a common language for reporting student achievement. The book begins with a chart presenting curricular outcomes. The book is then divided into eight achievement levels that reflect the full range of student achievement during the compulsory years of schooling. Each of the eight levels includes a statement; table of outcomes; descriptions of the progression of learning achieved by students in speaking and listening, reading and viewing, and writing; and work samples. The strands of texts, contextual understanding, linguistic structures and features, and strategies are adopted in the book as strand organizers. An appendix discusses the national curriculum development project. (RS)

ED 370 128 CS 214 339

Weidner, Heidemarie Z.
Silks, Congress Gaiters, and Rhetoric: A Butler University Graduate of 1860 Tells Her Story.
PUB DATE- Mar 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coeducation; College Curriculum; *Diaries; *Educational History; *Higher Education; *Personal Narratives; Rhetoric; Sex Differences; *Womens Education; Womens Studies
IDENTIFIERS- *Butler University IN; Historical Background

The diary of Lydia Short indicates that college study at Butler University provided somewhat more positive experiences for women than scholars such as Jill Conway, Ronald W. Hogeland, and LeeAnna Lawrence found in other coeducational institutions where women still occupied their prescribed roles. The second woman to graduate from Butler University (Indianapolis, Indiana), Short's account of her collegiate experiences are more optimistic than similar accounts of women students at schools like Oberlin where women were forbidden to talk in class, read their own essays, or speak on a public platform. Through coeducation at Butler, women not only adjusted to a male model of rhetoric, but made rhetoric their own and in the process shaped rhetorical training into a liberating activity for themselves and their male classmates. Butler's Board of Directors established its coeducational policy on the principle that "The same mental training is good for both men and women...both may receive important benefits from associating in classroom work." Short's diary discusses: (1) her reactions to the traditional "woman's role"; (2) her experience in adapting her writing to male rhetorical models; (3) her own standards for critical analysis of spoken and written discourse; and (4) her experiences composing and delivering her own commencement salutatory titled, "The Power of Verse." (Contains 31 references and an appendix describing Butler's Female Collegiate Course of 1859-60.) (SAM)

ED 370 129 CS 214 340

Sanacore, Joseph
Supporting an Effective Visiting Authors' Program.

perceptions of aspects of teaching and teaching style. Subjects, 120 of 197 randomly selected GTAs in 20 academic departments in a midwestern university, completed two survey instruments. Results indicated that GTAs perceive that students learn more from the lecture method and that interpersonal relationships play a significant role in their teaching. GTAs rated the style variables "friendly," "communicator image," "impression leaving," "attentive," and "animated" more positively than other style variables. Gender differences indicated that males used the lecture method and used more dominant and precise styles in their teaching, while females felt more committed to teaching and were more informal, friendly, and open toward students. Younger teachers seemed to take less pleasure in teaching, were less secure, viewed themselves as followers, and felt more comfortable using the lecture method. Findings suggest that GTAs use a variety of opinions of aspects of teaching variables and teaching style variables. (Contains 20 references and 5 tables of data.) (RS)

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ED 370 148 CS 508 576

Collins, Carol
Discovering Hidden Voices.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; *Creative Dramatics; *Drama; *Improvisation; Instructional Innovation; Secondary Education; Self Expression; Student Needs; *Student Reaction
IDENTIFIERS- *Drama in Education

Working with teachers and artists from Florida to Maine, a drama educator has discovered that creative power and insight can emerge when using drama in the language arts classroom. One seventh-grade class began with simple warm-ups to loosen inhibitions and then moved into a unit that dealt with improvising using movement. A student who had hardly spoken in class led discussions. A student in a tenth-grade class (who was too "cool" to participate) described a female character in an abstract painting by Picasso, probing deeply into the character. Because creative drama relies on group collaboration as the key to solving activities, all students have the opportunity to star in important roles. Students should be grouped into performance ensembles. Such ensembles can then develop improvisations, discuss, and write about a "statue" consisting of several students standing in the middle of the class who then "freeze" into a group statue. Resources, artist residencies, workshops, and grants for specific projects are available to the classroom teacher to introduce drama into the curriculum. Students may learn (as one young man in a correctional facility did) to trust others and to realize that others could be leaders too. (Contains a list of 18 drama resources.) (RS)

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ED 370 149 CS 508 577

Della-Piana, Connie Kubo; Della-Piana, Gabriel M.
Findings in Search of an Issue: Preliminary Development of a Student Questionnaire for Distance Education Contexts.
PUB DATE- Feb 94

IDENTIFIERS- *Sitka Borough School District AK

The total quality management (TQM) concepts of W. Edwards Deming were used at Mt. Edgecumbe High School in Sitka, Alaska. The school is an alternative school with about 210 students and 13 teachers. The students are a mix of native Alaskans and immigrants from other states. TQM was introduced into the school by a teacher. Students used TQM to examine their own study habits and become more efficient with their study time. Students also set goals and expectations for their class. TQM says that individual workers cannot contribute to an enterprise if they do not understand and give support to its purpose. More teachers and other staff at Mt. Edgecumbe High School began to employ TQM. Students rewrote Deming's 14 points and made them apply more directly to the school. TQM was also used to shape curriculum. Student discipline problems decreased significantly after implementation of TQM. One problem was learning how to assess student and teacher progress without disrupting the TQM process. The success of TQM at Mt. Edgecumbe High School can serve as an example for schools nationwide. (JPT)

ED 370 167 EA 025 732

Tribus, Myron
The Transformation of American Education to a System for Continuously Improved Learning.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Objectives; Elementary Secondary Education; *Public Policy; Public Schools; *School Organization; *Total Quality Management

The potential exists in schools nationwide to create a high quality system of education. But schools are not operating as a coherent system. While most educators and citizens are ready to act and to improve education, decisionmakers do not realize the need for a new paradigm in education. Many successful schools serve as examples of the benefits of total quality management (TQM) techniques. Aims must be established to chart a direction. A philosophy of quality management must be adopted to build a following of supporters. A vision of every school, district, and state as part of a larger learning community must be established. A strategy for change is needed to guide and learn as the process proceeds. Resources must be found to support and facilitate change. Educators must be given the skills to use TQM methods in the classroom. A system of rewards for teachers and students should be established. The effort for change should begin as soon as possible and should be organized. Education stakeholders nationwide can begin real change and improvement in education using TQM methods. Appendices include a total quality learning competency matrix and a teachers' annotated reading list. (JPT)

ED 370 168 EA 025 733

Tribus, Myron
TQM in Education: The Theory and How To Put It To Work.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Learning; Interprofessional Relationship; Learning Processes; *Organizational Climate; Organizational Effectiveness; *Power Structure; *Productivity; *Teamwork; Work Environment

This paper presents findings of a study that examined the relationship between the outcome of collective team learning and the extent of differences in power that team members have available to them. This successful outcome is defined as the production of new knowledge. The study examined four teams in the research and development department of a large, high-technology manufacturing company, whose jobs were to improve the production process. Using an interpretive interactionist approach, data were derived from interviews with 11 team members and other organizational members, and from observations of team meetings. Findings identify two domains in which new knowledge is produced--the technical and the social. Four grounded propositions are developed to explain how the collective team learning process and organizational authority structures interact. These propositions suggest that differences in the availability of power to individual employees constrain the productivity of knowledge. From this perspective, work organizations are seriously disadvantaged by relying predominantly on the limited knowledge of high-ranking individuals. Finally, cultural and historical ideals that present additional obstacles to developing work teams in organizations are described. One figure is included. (LMI)

ED 370 189 EA 025 820

Davidson, Betty M.
School Restructuring: A Study of the Role of Parents in Selected Accelerated Schools.
PUB DATE- Nov 93
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993). For related research papers, see ED 356 566-567.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Acceleration (Education); Administrator Effectiveness; Administrator Role; Elementary Education; Leadership Styles; *Parent Participation; *Parent Role; Principals; *School Restructuring
IDENTIFIERS- *Accelerated Schools

This paper presents findings of a study that examined the change process involved when four elementary schools implemented the accelerated schools model. Specifically, the study focused on transitions in parental roles that occurred when the schools changed from a conventional mode of organization to a participatory mode. The case study data were obtained through document analysis and interviews conducted at each site with the principal, teachers, administrators, social workers, and parents. Findings indicate that the extent of change in the parents' roles varied substantially among the schools. Parental involvement increased when the principals used a less autocratic leadership style and when teachers encouraged parents and addressed their educational needs. Technical assistance by university faculty played a minor role in the

NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accountability; Curriculum Development; Educational Environment; *Educational Improvement; Educational Policy; Elementary Secondary Education; *Governance; Grouping (Instructional Purposes); Instructional Improvement; Leadership; Partnerships in Education; School Based Management; *School Community Relationship; *School Restructuring; Student Evaluation; *Teaching (Occupation); Work Environment

This bibliography provides a recommended list of research and theoretical literature in school restructuring. The literature, chosen to be of interest for practitioners, policymakers, and researchers, is organized into five areas: (1) General References on School Restructuring is divided into proposals for school reform, how schools work, and the change process; (2) Student Experiences covers curricular and instructional reform, methods of grouping students, student engagement, and assessment reform; (3) Professional Life of Teachers contains analysis of teachers' work life and proposals for enhancing the teaching profession; (4) School Governance contains sections on policy issues and new structures for accountability, school-site management, leadership, and school climate and culture; and (5) Collaboration Between Schools and Community contains sections on policy issues, coordination of social services for children, business and school partnerships, and parent involvement. An author index is appended. (MLF)

ED 370 210 EA 025 845

Lee, Valerie E.; Smith, Julia B.
Effects of High School Restructuring and Size on Gains in Achievement and Engagement for Early Secondary School Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Apr 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Change; High Schools; *High School Students; Program Evaluation; Public Schools; *School Effectiveness; *School Restructuring; *Student Development
IDENTIFIERS- *National Education Longitudinal Study 1988

School restructuring continues to be a common approach to improving education. Despite restructuring's continued and growing support, there is little research to support its effectiveness. The theoretical contrast exposed in school restructuring is between bureaucratic and organic organizational forms. A study assessed the effect of restructuring on students during their early high school years. Data were used from the first two waves of the National Educational Longitudinal Study of 1988 with a nationally representative sample of 11,794 high school sophomores in 820 secondary schools. Restructuring effects were evaluated on gains in students' engagement and achievement in mathematics, reading, social studies, and science between grades 8 and 10, as well as the social distribution of the gains. Schools were categorized as restructured, moderate, or traditional based on 30 structural practices measures. Restructured high schools and unrestructured schools were contrasted with traditionally reformed schools. High school size was an important structural

Islands (CNMI), Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and the Republic of Palau. School finance and facilities data were collected by a group of 14 Pacific educators for the school years 1990-91 and 1991-92, respectively. Findings indicate that overall, 68 percent or more of education funds are from local funds. For the region as a whole, 68 percent of expenditures go to salaries and benefits. Per pupil expenditures vary widely among the entities. Approximately 30 percent of the schools have no drinkable water; 40 percent have no electricity. Using a minimum standard of 25 points, the schools received a mean score of about 14. Finally, educational funding often receives low priority. Recommendations are made to identify education as a priority, develop a comprehensive plan, and develop regional strategies to secure funding. Three figures are included. (LMI)

ED 370 231 EA 025 868

Piper, Paul S.
Year-Round Schools: The Star of the Sea Model.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catholic Schools; Elementary Education; Extended School Day; *Extended School Year; *Flexible Scheduling; *School Schedules; Vacation Programs; *Year Round Schools

Star of the Sea School, located in the Wai'alae-kahala area of Honolulu, implemented year-round schooling (YRS) in 1991. This publication describes the history of YRS, the status of YRS in the Pacific region, and outcomes of the Star of the Sea's program. The private Catholic K-8 school adheres to a 45-10 plan, which includes 180 regular school days and 6 weeks in the summer available for summer school or a longer vacation period. Since implementation, the school has gained over 100 new students, engaged a high level of community support, created a space during intersessions for unique classes, raised money with intersession classes, and created a higher level of school spirit. Supporters of the plan say that students retain material better and cover more material; teachers and students experience less fatigue (because of the frequent breaks); and students gain practice in social interaction. Disadvantages are that the plan creates scheduling problems for parents who have children in other schools and adhere to traditional summer plans and for teachers who want to take summer university courses. The school minimizes these problems by being open 11 hours a day, even during intersession, and allowing teachers time off. The overall parental response to the plan has been positive. (LMI)

ED 370 232 EA 025 869

Steel, Lauri; Levine, Roger
Educational Innovations in Multiracial Contexts: The Growth of Magnet Schools in American Education.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 256p.
LANGUAGE- English

PUB DATE- 87
NOTE- 406p.; For prior volumes of "The Forum," see ED 280 207, ED 262 543, ED 252 017, and ED 232 346.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art Education; Computer Uses in Education; *Disabilities; Educational Environment; *Educational Methods; *Educational Practices; Education Work Relationship; Elementary Secondary Education; Emotional Disturbances; Ethics; Gifted Disabled; Horticulture; Individualized Education Programs; Intervention; Mild Disabilities; Multiple Disabilities; Policy Formation; Program Descriptions; Religious Education; *Special Education; Special Schools; Student Evaluation; Teaching Methods; Transitional Programs
IDENTIFIERS- New York

This document consists of five consecutive volumes (19 issues) of the newsletter of the New York State Federation of Chapters of Council for Exceptional Children, covering the 5-year period 1987-1991. Selected major articles from the last three years are are follows (only first author noted): (1) "Whole Language and Special Education" (Kathy Pike); (2) "Collaborating Teachers Support Network" (Karen Giek); (3) "Movin' on: Guidelines for Parents of Preschoolers" (Alice Kozen); (4) "Business Educators Reassess Mainstreaming" (Ramon Rocha); (5) "Factors Effecting the Outcome of Severely Emotionally Disturbed Children Served within a Center-Based Special Education Facility" (Joanmarie Sackles); (6) "The Use of Accommodation Strategies Approved with Mainstreamed Secondary Students" (Mark Poluszny); (7) "Components of Effective Educational Services for Secondary-Aged Students with Moderate or Severe Handicaps" (Diane Ryndak); (8) "Peer Regional Network Exemplary Models in Transition and Supported Employment" (Robert Rosati); (9) "Suggestions for Teaching Limited English Proficient Students" (Maureen Ferguson); (10) "Frankly Speaking: Taking a Position on Sex Education" (Marita Bromberg); (11) "Enhancing Opportunities for Parent Participation in Interagency Planning for Transition: A Case Study" (David Johnson); (12) "Principles for Preparing Youths with Disabilities for the Transition from School to Work" (Diane Berkell); (13) "Head Injured Students in the Public Schools: A Model Program" (Marc Jacobs); (14) "Math Learning Disabilities" (Kate Garnett). (EF)

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ED 370 252 EC 301 898

Sailor, Wayne; And Others
California Research Institute on the Integration of Students with Severe Disabilities. Final Report, Years 1987-1992.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 93
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Educational Change; Educational Innovation; *Educational Practices; Elementary Secondary Education; Influences; *Mainstreaming; Preschool Education; Program Evaluation; Research and Development; *Research and Development Centers; *Severe Disabilities; *Student Placement; *Technical Assistance

A 5-year research program, the Research Institute on the Placement and Integration of Children with Severe Disabilities, (6 organizations), recreation (7 organizations), assistive technology (6 organizations), and other (5 organizations). A list of 26 print resources is also provided, covering general topics, employment, postsecondary education, recreation, independent living, and magazines and newsletters. (JDD)

ED 370 272            EC 303 002

Ripley, Suzanne
Accessing Parent Groups: A Parent's Guide.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Information Services; Meetings; *Parent Associations; Parent Participation; Planning; *Program Development; *Social Support Groups

This guide notes the value of parent groups for parents of children with disabilities, as they offer parents a place and a means to share information, give and receive emotional support, and work as a team to address common concerns. Typical activities of a parent group are listed, and ways of identifying parent groups that exist nationally and locally are noted. Criteria are outlined for deciding which group or groups would be useful to join, and suggestions are offered for starting a group if no appropriate group exists. These suggestions address: deciding what kind of group to form; deciding whether to affiliate with a larger association; determining leadership and planning the first meeting; handling the first meeting and subsequent meetings; maintaining interest in the group; and serving families who do not speak English. (JDD)

ED 370 273            EC 303 003

Kupper, Lisa, Ed.
Questions and Answers about the IDEA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; Federal Regulation; Individualized Education Programs; *Legal Responsibility; Mainstreaming; Preschool Education; *Special Education; Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act

This digest examines the mandates and requirements of the Individuals with Disabilities Education Act (IDEA). (Its scope does not include the IDEA's Part H program.) The digest gives a brief history of the IDEA, procedures for obtaining a copy of services to first year college students with learning disabilities. The literature is reviewed, showing the persistence of learning disabilities into adulthood, the numbers of such students attending postsecondary institutions, and the incidence of disabilities (about 9 percent) among first year students enrolled in colleges and universities. Studies comparing students with disabilities and other students are reviewed, noting that students with disabilities were more likely to be male and older, to be out of high school longer, to feel they would need a longer time to complete a degree, and to select a college based on some special program offering. First year students with learning disabilities were as likely as others to aspire to graduate with professional degrees; more likely to be enrolled in a 2-year college; and more likely to experience problems in reading comprehension, spelling, written expression, math computation, problem solving, organizational skills, time management, and social skills. Requirements concerning "reasonable accommodations" of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act are summarized. Guidelines for facilitating faculty involvement are offered as are general teaching suggestions. (Contains 17 references.) (DB)

ED 370 294 EC 303 025

National Forum on New Students with Disabilities. Program & Proceedings (Columbia, South Carolina, February 18, 1994).
PUB DATE- 18 Feb 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Freshmen; Colleges; College Students; Community Colleges; *Developmental Studies Programs; *Disabilities; Educational Methods; Higher Education; High Risk Students; Postsecondary Education; *Program Descriptions; *Student Development; Student Needs; Student Personnel Services; *Transitional Programs; Universities

This document presents the program and proceedings of a national forum on new students with disabilities and includes abstracts of presentations by 22 institutions as well as specific conference information. The following institutions are represented: (1) Algonquin College (Ontario, Canada), (2) Austin Peay State University (Tennessee), (3) Capilano College (British Columbia), (4) Davis & Elkins College (West Virginia), (5) Florida A&M University, (6) Georgia Southern University, (7) Hudson County Community College (New Jersey), (8) Johnson & Wales University (Rhode Island), (9) Landmark College (Vermont), (10) Marygrove College (Michigan), (11) Mercer University (Georgia), (12) Northwest Missouri State University, (13) Ocean City High School (New Jersey), (14) Ohio State University, (15) Palm Beach Community College (Florida), (16) Susquehanna University (Pennsylvania), (17) University of Georgia, (18) University of Hartford (Connecticut), (19) University of Minnesota, (20) University of South Carolina, (21) Washington University (Missouri), and (22) Wayne State University (Michigan). The abstracts deal with characteristics of college students with disabilities and services designed to meet their needs. (DB)

ED 370 295 EC 303 026

Lynch, Sharon J.
Should Gifted Students Be Grade-Advanced? ERIC Digest E526.

suggestions for preparing for independent living are offered. These suggestions address health insurance, Supplemental Security Income, employment, housing, independent living skills, postsecondary education, and recreation. Chapter titles include: "Living Your Own Life: You Are the Expert," "Health Is More Than Medicine," "Thinking about the Future: Am I That Different?," "Feeling Invisible: Communicating Effectively," "What Are My Rights?," "Sharing Life: The Human Need for Love and Affection," and "The Journey Continues." An appendix lists State Medicaid agencies, State programs for children with special health needs, Parent Training and Information Centers, Centers for Independent Living, vocational rehabilitation programs, and client assistance projects. (JDD)

ED 370 313 EC 303 045

Anderson, Maria; Goldberg, Paula F.
Cultural Competence in Screening and Assessment: Implications for Services to Young Children with Special Needs Ages Birth through Five.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 91
NOTE- 30p.; A product of the National Early Childhood Technical Assistance System. For related documents, see ED 317 001 and ED 347 770.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Change Strategies; Cultural Awareness; *Cultural Differences; Cultural Influences; *Disabilities; *Early Intervention; *Evaluation; Infants; Language Impairments; Preschool Children; Preschool Education; Program Development; *Screening Tests; Toddlers

This paper examines issues related to the screening and assessment of infants, toddlers, and preschoolers with disabilities or at risk for disabilities, from families of various cultural and linguistic backgrounds. An introductory section outlines issues of cultural and linguistic competence and provides definitions of key terms. Interviews are presented with five parents and professionals from states with varied cultural groups. Interviewees describe their experiences with screening and assessment and note the major issues involved in culturally and linguistically diverse backgrounds. Strategies for ensuring cultural competence in screening and assessment are discussed. The strategies focus on policymakers, parents, and professionals. Approximately 35 additional resources are listed. (JDD)

ED 370 314 EC 303 046

A Bibliography of Supported Employment and Transition Resources.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 73p.; Compiled by the Supported Employment Parent Training Technical Assistance (SEPT/TA) Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Disabilities; *Education Work Relationship; Employment Programs; Federal Legislation; Long Range Planning; *Parent Education; Parent Participation; Secondary Education;

and pamphlets for adults with ADD, 36 resources for educators, 9 resources on the legal rights of children with ADD, 26 resources on medication and other treatments, 16 magazines and newsletters, 54 videotapes, and 55 organizations and publishers. Contact information for the Director of Special Education and for the Learning Disabilities Association offices in each state of the United States and its protectorates is also provided. (PB)

ED 370 334 EC 303 066

Attention Deficit Disorder: Adding Up the Facts.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Disability Identification; Educational Diagnosis; Elementary Secondary Education; Etiology; *Intervention; Student Behavior; Student Characteristics; Student Rights; *Symptoms (Individual Disorders)

This paper presents an introduction to attention deficit disorder (ADD). Answers are provided to common questions including "What Is Add?" "What Behaviors Does ADD Cause?" "How Can We Tell If A Child Has ADD?" "What Causes ADD?" "What Can We Do about ADD?" "How Dopes ADD Affect School Performance?" "What Are the Legal Rights of Children with ADD?" and "What Happens to Children with ADD?" The booklet proposes that through supervised use of medication, counseling, behavior management, and modification of classroom lessons, children with ADD can experience academic success and fulfilling lives. (PB)

ED 370 335 EC 303 067

Attention Deficit Disorder: Beyond the Myths.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Disability Identification; Educational Diagnosis; Elementary Secondary Education; Etiology; Student Characteristics; *Symptoms (Individual Disorders)

This paper attempts to dispel widely held misconceptions about attention deficit disorder (ADD). Diagnosis, prevention, prevalence, behavior control, medication, and mainstreaming issues are briefly addressed, in discussions of such myths as "ADD can be prevented," "medication can cure students with ADD," and "students with ADD cannot learn in the regular classroom." The long-term prognosis for children with ADD is

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Courses; Class Activities; Classroom Techniques; Difficulty Level; *English (Second Language); *French; Inservice Teacher Education; *Instructional Materials; Introductory Courses; Language Usage; Material Development; *Reading Comprehension; Remedial Instruction; Second Language Instruction; *Second Languages; *Spanish; Teaching Methods

Reciprocal teaching, a method of teaching first language reading comprehension, is explained and three distinct applications of the method and materials in second language instruction are described. Reciprocal teaching is viewed as a three-level hierarchy of components and strategies, reflected in the organization of materials and activities. The first section describes the original version of reciprocal teaching theory and research, presents a rationale for adapting original activities and materials for second language instruction, presents two hypotheses emerging from use of the technique in second language classrooms, and offers teachers suggestions for their own classroom use. The next two sections present activities and materials designed to develop the components at the first and second levels of the hierarchy, respectively. At the first level these include: using multiple labels for concepts; producing superordinate terms; and deleting unimportant facts. At the second level, it includes: identifying topic sentences; paraphrasing; and inventing topic sentences. Section four presents three examples of adaptations of the method in: (1) three intermediate Spanish classes, (2) a pull-out remedial class, and (3) teacher training. Materials used in the three applications are appended. (MSE)

ED 370 355 FL 022 016

Willoughby, Sharon Elinor
Card Game Activities Using Grammar-Based Dialogues.
PUB DATE- May 93
NOTE- 129p.; M.A. in Teaching Degree Requirement, School for International Training, Brattleboro, VT.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Community Colleges; *Dialogs (Language); *English (Second Language); Foreign Countries; *Games; *Grammar; Instructional Materials; *Interpersonal Communication; Oral Language; Second Language Instruction; Skill Development; *Speech Skills; Student Participation; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Card Games; Japan

A practicum project to develop instructional materials and related class activities for students of English as a second language (ESL) is described. The context in which the project took place is the ESL instruction of Japanese students with minimal English skills and low motivation in an American community college in Japan. The materials consist of one deck of 3-by-5-inch picture cards and 46 grammar-based card activities. The deck of cards consists of 27 different pictures in matching pairs, for a total of 54 cards. Students are instructed to practice a dialogue in small groups of 3-5 students, while playing one of three familiar American card games. the focus is on repetitive oral production of specific grammar-based language structures in a controlled but interesting situation. The games and dialogues are designed so they cannot be performed by rote, but require students to

making; bathing; grooming; dressing assistance and self-help dressing aids; and the special role of caregivers. Each chapter includes essential elements, objectives to achieve, and recommended teaching strategies. Other components included in this package are: teaching aids; chapter tests and answers; activity book answers; an academic integration supplement that presents suggested activities for integrating the principles of the elder care services curriculum into mathematics, science, language arts, and social studies classes; and a student activity book consisting of 32 chapters of competencies to develop, objectives to achieve, and learning activities. (MN)

DESCRIPTORS- Economic Development; *Educational Change; Educational Improvement; Educational Legislation; *Education Work Relationship; *Federal Legislation; Futures (of Society); Hearings; High Schools; *Labor Force Development; Vocational Education
IDENTIFIERS- Congress 103rd

This congressional hearing on reauthorization of the Elementary and Secondary Education Act concentrates on school-to-work transition. Testimony includes statements and prepared statements, letters, and supplemental materials from Representatives in Congress and individuals representing the following: Flint Roundtable, Michigan; Genesee Area Focus Council, Flint, Michigan; Glatfelter Insurance Group; School District of the City of York, Pennsylvania; George C. Marshall High School, Fairfax, Virginia; National Association of State Councils on Vocational Education; National Association of School Psychologists; and National Coalition for Advanced Manufacturing. (YLB) skilled in keyword searching. Chapter 2 reviews the technology that reads, stores, and retrieves resumes and explains why a good scannable resume differs from a paper resume. Chapter 3 helps develop keyword skills. Chapter 4 focuses on the right look for the new resume and offers 15 power tips for scannable resumes. Chapter 5 suggests how to develop the keyword resume. A description of the new approach is followed by a review of classic resume formats. Chapter 6 examines why it is effective to write more than one resume version and provides tips for tailoring a core resume to specific positions. Chapter 7 offers a collection of resumes acceptable both to computers and people. They illustrate both format and concept. A checklist for scannable resumes concludes the chapter. Chapter 8 looks at a new style of resume--the video resume interview--and offers tips and scripts. Chapter 9 offers guidance to those who are passed over by recruiting computers. An index is provided. (YLB)

ED 369 951          CE 066 420

Cartee, Sherri

Business Writing.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 60p.; For related documents, see ED 361 516 and CE 066 419-424.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Business Correspondence; Business English; Course Descriptions; Course Objectives; Instructional Materials; Learning Activities; Learning Modules; *Letters (Correspondence); Office Occupations Education; *Resumes (Personal); *Writing Instruction; *Writing Processes

This module provides materials for a course in business writing, including the writing process, letters, memos, and resumes. The material is designed for three 1-hour classes in a seminar format. Section 1 consists of an introduction, a list of class objectives, and a course outline. The course outline details teacher activities and student exercises and makes reference to the attached handouts, where appropriate. Topics covered during each of the three classes are as follows: (1) introduction and overview, writing process, and writing memos and letters; (2) writing the draft and revising; and (3) editing, publishing, and resume writing. Section 2 provides handouts and materials on writing a business letter, including a sample letter and a memo, informational handouts, organization guide, and grammar guidelines. Section 3 is a "first aid kit" for resumes with informational handouts, resume skill finder, skills checklist, assessment checklist for a resume, and sample resumes. (YLB)

Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- Feb 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Education; *Adult Educators; Educational Resources; *Education Service Centers; *Information Services; *Inservice Teacher Education; Networks; *Online Systems; Outreach Programs; Postsecondary Education; *Resource Materials; Teacher Centers; Technical Assistance
IDENTIFIERS- *Outreach and Technical Assistance Network CA

The Outreach and Technical Assistance Network (OTAN) has made a significant contribution to meeting the needs of California adult educators. During 4 years of operation, OTAN has organized and implemented a wide range of communication linkages, information and training resources, nationally recognized electronic communication systems, grassroots-based staff development activities, and comprehensive print and nonprint collections. Staff training was conducted by regional resources centers, which independently determined regional training needs, hosted staff development activities, made provisions for model classroom observations, and provided technical assistance. Through these programs, OTAN provided 923 activities serving 17,068 participants, conducted 1,387 individual administrative consultations and 13,447 technical assistance telephone and online inquiries, and facilitated 872 adult education teachers in observing model classrooms and 1,694 educators in using resource libraries. In addition to providing these training and information services, OTAN resource center managers emphasized collaborative efforts with other related organizations. Outreach focused on two major efforts: development of a prototype for a technology-assisted library services, and exploration of distance learning for staff development services. Efforts included establishment of a television channel and electronic access networks, and increasing resources that are available online. (Exhibits included with this report are the following: a resource center services summary, resource centers staff development participation list , resource center library usage chart, and OTAN online subscribers profiles, forum size by selected components, activity summary, and activity profile.) (KC) model and its components; (6) incorporating relevant documents into the process; (7) identifying stakeholders and determining their viewpoints; (8) developing conclusions, recommendations, and suggesting next steps; (9) an illustrative model for extension programming; (10) developing the program; (11) initiating the program and monitoring implementation; (12) maintaining and improving the program; (13) redirecting the program; (14) special topics in life cycle program management; (15) life cycle program evaluation; (16) conducting in-depth evaluation studies; and (17) sharing and using the results of evaluations. The guide contains these four appendixes: workshop formats and materials for program design facilitators; frequent questions and answers; an outline of a case report; and definitions of terms and concepts. Contains 295 references. (KC)

psychosocial environments; (4) Counseling, psychological, and social services; (5) Integrated efforts of schools and communities to improve health education; (6) Food service; (7) Physical education and physical activity; and (8) Health programs for faculty and staff. (BF)

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ED 370 008 CG 025 284

Thomas, Michele B.
The Future of Marriage and Family Counseling from a Systems Perspective.
PUB DATE- 92
NOTE- 28p.; Paper presented at the Convention of the Association for Counselor Education and Supervision (San Antonio, TX, September 17-20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling Psychology; Counseling Services; *Counseling Theories; *Family Counseling; *Futures (of Society); Group Therapy; *Marriage Counseling; Milieu Therapy; Planning

One of marital and family therapy's key contributions to counseling is its use of systems theory; that is, studying a phenomenon in relation to its context. This paper addresses several contexts which will influence marriage and family counseling: (1) the future of psychotherapy; (2) marriage and family counseling's projected future; and (3) the vision of the future for professional counseling in general. Psychotherapy, states the author, must adapt itself to increasing pluralism in the field and in the population. New techniques are needed to adapt to increasing ethnicity, economic limitations, and more complex contexts. Marriage and family therapists in particular must integrate various theoretical positions as well as incorporate technical eclecticism so as to better involve reluctant family members. Increased interest in family involvement in therapy, proscribed therapeutic situations, and the reconciliation of opposites will all influence future therapy. For the future of professional counseling, licensure, program accreditation, psychoeducational approaches, the changing family, as well as other issues, will require therapists to adapt accordingly. Counselors of all types will become more involved in medical settings. The increasing importance of the family, along with its rising complexity, in therapeutic approaches will dictate more training for professionals to meet these new demands. Contains 30 references.) (RJM) significant differences were detected between the abused and nonabused women after performance of a multivariate analysis of variance on several measures. Perceptions of control and optimistic expectations of the future, even when exaggerated or distorted, appeared to facilitate adjustment for both groups, suggesting that cognitive methods of coping may be of help irrespective of trauma history. (RJM)

ED 370 029          CG 025 402

Shure, Myrna B.; Healey, Kathryn N.
Interpersonal Problem Solving and Prevention in Urban School Children.
PUB DATE- Aug 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making Skills; Elementary School Students; *Grade 5; *Grade 6; Intermediate Grades; *Interpersonal Competence; Interpersonal Relationship; Prosocial Behavior; *Urban Youth
IDENTIFIERS- *Interpersonal Cognitive Problem Solving

Recognizing that enhancing the interpersonal problem solving skills of children as young as age four can reduce or prevent high-risk behaviors later on, researchers designed a competence-building model of primary prevention. The two criteria tested were: (1) the theory of interpersonal cognitive problem solving (ICPS) skills as mediators of social adjustment and psychological functioning in inner-city fifth and sixth graders; and (2) the impact of a full-scaled four month ICPS intervention on behavioral adjustment and psychological functioning in school. By comparing ICPS-trained subjects (interpersonal cognition) with a group trained in Critical Thinking (impersonal cognition), investigators examined cognitive and behavioral impact after one exposure in grade 5, and after two exposures in grades 5 and 6. Results suggest that for this age and socio-economic status (SES) group, one exposure to ICPS training enhances ICPS and prosocial behaviors, but it requires a second exposure to reduce negative, impulsive, and inhibited behaviors. With no such interpersonal or behavior gains in the Critical Thinking (CT) groups for either year (CT groups actually became more impulsive from grade 5 to grade 6) it appears that ICPS training is a viable model of prevention for this age and SES group. Full behavioral impact for latency-aged, low SES youngsters may take longer than the briefer one-time exposure required for youngsters in preschool and kindergarten. (RJM)

ED 370 049          CG 025 447

A Credit to Yourself: Planning Your High School Program (Designed for Students Entering Grade 10 During or After the 1994-95 School Year).

PUB DATE- 93

NOTE- 25p.; Supersedes ED 306 487.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Academic Aspiration; Career Counseling; *Course Selection (Students); Elective Courses; Foreign Countries; Goal Orientation; Graduation Requirements; High Schools; *High School Students; Required Courses; School Counseling; Student Characteristics; Student Development; *Student Educational Objectives; *Student Interests

IDENTIFIERS- Alberta

This guide was written primarily for students in Grade 9 who are planning their high school programs but it also contains information that may be useful to students already in high school. The guide begins with a "Building Your Future" section which serves as an introduction to high school and the planning process that goes along with it. The "Setting Your Goals" portion helps the student focus on his/her own personal abilities, interests and values. Goals are separated into short-term, such as earning a high school diploma, and long-term, such as studying at a post-secondary institution or getting a job or starting one's own business. The "Earning Your Diploma" section familiarizes the student with the credits and courses required for high school graduation. The "Selecting Your Courses" section explains about the required core courses such as English, Social Studies and Mathematics as well complementary courses such as Career and Technology Studies, Fine Arts, Language Arts and Second Languages. Extracurricular activities and Alternative programs are also discussed. Additional information provided includes Transcript of Achievement, scholarships, post-secondary information, financial help and career counselling. A planning chart for grades 9 through 12 is also provided. (BF)

African-American family. Taylor (1990) found that marital satisfaction and dissatisfaction among African-Americans depended on the amount of internalized racism of the individuals. This has major implications for understanding some problems with these relationships and also provides a different focus for therapy. This paper will focus on locating strengths of African-Americans relationships. Attention will be given to alternative methods of interpreting behaviors previously mislabeled as ineffective, and world view will be introduced as a variable to consider when discussing coping and relationship satisfaction. This will be done in order to provide researchers needed information in the continued exploration of African-American male-female relationships. (Author/AA)

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ED 370 069          CG 025 484

Kurtz, Linda
Relationships between Maternal Coping Efforts and Children's Adaptive Processes in Divorced and Intact Families.
PUB DATE- May 94
NOTE- 11p.; Paper presented at the Annual American Psychological Conference on Women's Health (1st, Washington, DC, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Child Behavior; Child Development; *Coping; Family Characteristics; *Family Problems; Foreign Countries; Mother Attitudes; *Mothers; Nuclear Family; One Parent Family; *Parent Attitudes; *Parent Child Relationship; *Stress Management

Since the early 1980s researchers have increasingly turned to family systems theory and stress and coping theory to conceptualize the relationship between parental adjustment and children's adaptive process. The purpose of this study is to determine the impact of maternal coping strategies upon the adaptive processes of children. That is, how children's behavior varies as a function of their mother's coping efforts is examined. The overall sample consisted of 112 women with elementary school age children. Half of the sample of mother-child dyads were from married families and the remainder of mother-child dyads were from single parent families (whereby mothers had sole custody). The findings suggest that mothers' coping efforts characterized by escape-avoidant and social support-seeking behaviors were more likely to be associated with children's behavior problems, especially in divorced families. One plausible explanation for this may be that family members from the two distinct configurations face unique stressors in terms of kind and magnitude, with disrupted families facing comparatively greater challenges. (Author/BF) to get words and construct meaning from text; (6) too much emphasis on phonics encourages children to use "sound it out" as their first and possibly only independent strategy for dealing with problem words; (7) many emergent readers are not good at learning analytically, abstractly, or auditorily; (8) research purporting to demonstrate the superiority of intensive systematic phonics over incidental phonics (most of which is pre-1967) is not very impressive; and (9) more recent research comparing whole language classrooms with traditional skills-based classrooms (including those that emphasize phonics) has found that children develop phonics skills as well or better in whole language classrooms as measured on standardized tests. (Contains 41 references.) (RS)

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ED 370 091 CS 011 714

Sanacore, Joseph
Support At-Risk Learners as We Support All Learners.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Reading; Elementary Secondary Education; Equal Education; *Grouping (Instructional Purposes); *High Risk Students; Study Skills; *Thinking Skills
IDENTIFIERS- Conceptual Approach

An important priority of educators is to modify the school structure so that "at-risk" learners can be treated as all other students are treated. One way of sending a positive message to all students is to organize classrooms heterogeneously. Intra-class grouping is a source of help when it emphasizes cooperation among learners and highlights the importance of each person's contributions. An effective way of facilitating students' learning is to focus on important concepts. This approach provides students with opportunities to apply their own personal and academic backgrounds to the concepts that are highlighted, to decide which resources they will use in the units of study, and to interpret information through their growing perspectives. Since proficient readers are almost as likely as remedial readers to have weaknesses with higher-order literacy, it makes sense to stimulate this type of literacy development among all students. An eighth-grade English class (in a school that had recently gone through significant detracking) used a curriculum that was structured by themes and concepts. Throughout a 3-week unit on prejudice, class activities offered higher-order thinking opportunities to all students. One way of helping all students to have positive experiences with content area textbooks is to complement their reading efforts with a variety of study techniques, including SQ3R (Survey, Question, Read, Recite, Review). Helping at-risk learners to be a genuine part of the mainstream while not lowering standards for the other students will increase opportunities for equal access to learning. (RS) those of many of the Older Sophists, Aristotle's rhetorical theories inherit and incorporate many of the central tenets ascribed to Sophistic rhetoric, albeit in a more systematic fashion, as represented in the "Rhetoric." However, Aristotle was more than just a rhetorical theorist and cataloguer; he was a teacher of rhetoric as well, offering lessons at Plato's Academy in competition with Isocrates. Rather than striving to oppose or replace the teachings of the Sophists entirely, Aristotle actually perpetuates and codifies many of their disparate ideas about the nature of discourse in human affairs through his own descriptive, theoretical framework. By doing so, Aristotelian rhetoric can be seen as a more systematized version of Sophistic rhetoric, and as such is at heart as much a social-epistemic rhetoric as has been claimed for the Older Sophists. It can still function today in the classroom, when combined with a practical method. (Contains 23 references.) (RS)

PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Authors; Childrens Literature; Class Activities; Elementary Education; *Program Development; Program Implementation; Reading Improvement; *Writing Processes
IDENTIFIERS- *Visiting Authors

By meeting with authors and discovering what inspires them, students can gain insights about the act of writing and also come to realize that even professional writers experience joys and frustrations when developing their craft. Authors provide natural contexts that help students to improve their reading and to enrich their vocabulary. Parents, teachers, and administrators interested in organizing a visiting author's program should; (1) form a committee representing parents, administrators, supervisors, librarians, higher-order literacy and, therefore, has an important place in the with the schools' philosophy, goals, and mission; (3) use a thematic structure when selecting books and authors; (4) prepare students for an author's visitation by having them read several of the author's books; (5) schedule the presentations at appropriate times; (6) secure funding for the visiting author's program; and (7) assess the worth of the program by reviewing outcomes as they relate to the school's mission. The committee, with the dynamic support of the building principal, must take a strong position against groups who want to control the program, indicating that some controversy stimulates higher-order literacy and therefore has an important place in the language arts curriculum. (A list of 10 reminders for an effective visiting authors' program is attached.) (RS)

NOTE- 27p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Communication; Communication Research; *Distance Education; Evaluation Methods; Higher Education; *Instructional Effectiveness; Mass Media Use; *Questionnaires; Student Attitudes; *Student Reaction; Teacher Student Relationship; Test Construction

IDENTIFIERS- Communication Context; *Educational Issues; *Mediated Instruction; Technology Utilization

Part of a larger line of inquiry on the socially constructed experience of the mediated classroom and student socialization in the university community, a study reports on the development of an instrument for tapping student experience in televised instruction classrooms. A theoretical framework underlies the instrument to illuminate reasons for student judgments about the positive and negative learning experiences in the class. Items are structured so that the reasons include expressions of personal responsibility for success or shortfalls as well as attributions of responsibility to external conditions. Findings based on using the instrument in a physics course (in which teaching assistants interact with students off campus before and after rebroadcasts of the videotaped lectures) show how the item format contributes to understanding why students make the evaluative judgments that they do and these are drawn upon to illuminate three issues relevant to instructionally appropriate evaluation: effectiveness/quality; commitment/stakeholders; and access/resources. (Contains 13 references and a note). (RS)

(120)

DESCRIPTORS- Change Strategies; Educational Improvement; *Educational Philosophy; *Educational Quality; Elementary Secondary Education; Holistic Approach; *Organizational Theories; *Total Quality Management

This paper describes how Deming's theory of management can be applied to the educational process. Following an overview of Deming's theory, nine specific questions to ask any theory of education are posed. The differences between education and industry, as well as the differences between quality management and traditional educational approaches, are described. The following contents of education are discussed--vision, knowledge, know-how, wisdom, and character. Suggestions for getting started in the school and classroom are offered. Principles that can be carried over from the industrial experience to education include the "process first" principle and "cease dependence on mass inspection." In conclusion, the teacher's main objective is to put quality into education, which is what makes learning a pleasure and a joy. Putting quality into education means constant change and engagement. Five figures and three tables are included. (LMI)

transition process. Finally, creative communities of inquiry began to develop in three of the schools. One figure and one table are included. (LMI)

ED 370 190 EA 025 821

Ostrowski, Patricia Maslin
Transition Classes: Alternative Learning Environments That Perpetuate Inappropriate Curriculum in Surrounding Grades.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Grade Repetition; Kindergarten; Learning Readiness; *Low Achievement; Primary Education; *School Readiness; *Student Placement; Track System (Education)

Many schools across the United States have created a new grade between kindergarten and first grade, called transition classes, to deal with low-achieving kindergarten and first-grade students. Upon completion of the transition class, students return to a regular class, where they usually remain a year behind their age cohorts. This paper presents findings of a case study that examined how three New England school districts used transition programs to manage a problem of readiness and failure in the early primary grades. Data were derived from: (1) a total of 53 interviews with administrators, support staff, teachers (kindergarten, pre-first grade, first grade, and second grade), and two groups of parents (those who enrolled their children in transition programs and those who refused); (2) observations of transition, kindergarten, first-grade, and second-grade classes; and (3) document analysis. Findings indicate that although the pre-one programs studied provide a developmentally appropriate learning environment, they perpetuate the continuation of a curriculum built on homogeneity and a lockstep system of grades and constitute a mild form of tracking that equals an extra year in school. Recommendations are made to design the curriculum around Kliebard's metaphors of growth and travel; shift the burden of readiness from children to the schools; center the structure of elementary schools around parents and the community; empower teachers; utilize the inclusion model; and abolish the lockstep system of grades. Two tables are included. (LMI) feature. Results showed that students' achievement and engagement were significantly higher in restructured schools and lower in unrestructured schools. Achievement and engagement gains were also more equitably distributed in restructured schools. Smaller schools also had higher and more equitable engagement and achievement. (Contains 72 references.) (JPT)

ED 370 211          EA 025 846

Gordon, William M.; And Others
The Law of Home Schooling. NOLPE Monograph Series, No. 52.
PUB DATE- 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; *Educational Legislation; Elementary Secondary Education; *Home Schooling; *School Law; *State Legislation; State Regulation

The number of parents who have chosen to educate their children at home has increased dramatically in recent years. Moreover, although less than one percent of school-aged children in the United States are schooled at home, a combination of judicial challenges and legislative activism have allowed advocates of home schooling to make major advances. In fact, the number of states with statutes explicitly permitting home schooling grew from two in 1982 to thirty-two at the close of 1993; two other states govern home schooling by regulations. After a brief historical overview, "The Law of Home Schooling" presents legal analyses. Given the interplay between litigation and legislation, these analyses focus primarily on case law based on the assumption that any statute or regulation is valid until it is challenged and found lacking. The final section of the monograph offers suggestions to help ensure compliance with the law even where regulations, rules, or policies are not completely clear. Thus, by carefully considering the constraints noted in "The Law of Home Schooling," school district officials can work effectively with families that have decided to engage in home schooling and should thereby be able to protect the rights of the real stakeholders in securing an education, the children. (Author)

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Desegregation Methods; Educational Objectives; Elementary Secondary Education; Federal Government; *Magnet Schools; *Program Effectiveness; *School Desegregation

A study of magnet schools revealed that they have become a significant part of the nation's efforts to desegregate schools. Most magnet schools are in urban areas and offer a distinctive curriculum. School districts began employing magnet schools in the 1970s to help desegregate schools. The federal government has assisted magnet schools with funding. This report is designed to study magnet schools, their role in desegregation, and their impact on educational achievement. Telephone interviews were conducted with educators at 600 school districts nationwide. The study revealed that magnet schools are increasing in number and attracting more students, including minority students and students from outside the school's immediate area. They offer a wide range of distinctive programs. Many magnet schools use money from the federal Magnet Schools Assistance Program to help set up and maintain their programs. This report contains six sections: an introduction, the growth of magnet school programs, implementation of magnet schools and magnet programs, federal support for magnet programs, nonmagnet schools and programs of choice, summary of findings and directions for further research. Appendices A-C include study samples, data, and detailed tables as well as the survey instruments. A glossary is also included. (Contains 15 references.) (JPT) was conducted to survey current definitions and placement patterns involving large representative samples of children 3 to 21 years old with severe disabilities. Twenty variables, including characteristics of students, families, teachers, administrators, and communities, were identified and analyzed to measure the extent to which each variable affects the probability that students are placed in an integrated or segregated facility. Research, development, and evaluation activities were then performed to increase the effectiveness of special education for children with severe disabilities in integrated settings. Technical assistance was provided to statewide systems change projects on the interventions most likely to promote integration. This report includes descriptions of project activities, including technical assistance, descriptive research, and developmental research, and provides abstracts of 12 research studies conducted. A substantial portion of the report is composed of tables documenting project accomplishments. Three separately published lists of closely-related resources are appended: (1) "Written Products from Activities of the CRI"; (2) "Collaborative and Integrated Related Services Resource Guide"; (3) "Least Restrictive Environment (LRE) Clearinghouse Resource Library." (JDD)

the IDEA and its regulations, and procedures for obtaining a copy of an individual state's special education law. A section on the purposes and promises of the IDEA reviews the definition of a free appropriate public education, eligibility requirements, the concept of the least restrictive environment, and types of related services. The next section discusses how to access special education services, focusing on evaluation of the child, parental disagreement with evaluation results, use of evaluation results, and re-evaluations. The Individualized Education Program (IEP) is described, and information is provided on the role of educators and parents in developing the IEP. Procedural safeguards established to protect the rights of parents and students and to provide a mechanism for resolving disputes are reviewed. The IDEA's definitions of disabilities and IDEA regulations concerning selected components of the IEP are attached. (JDD)

ED 370 274 EC 303 004

Kupper, Lisa, Ed.
Questions Often Asked about Special Education Services = Preguntas sobre los servicios de educacion especial.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 94
NOTE- 15p.; Supersedes ED 351 829.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Due Process; Educational Methods; Elementary Secondary Education; *Individualized Education Programs; Legal Responsibility; Parent Participation; *Parent Role; Preschool Education; *School Responsibility; *Special Education; Student Evaluation

This guide, available in both English and Spanish, answers questions often asked by parents about special education services. Questions and answers address the following topics: where to begin if a parent believes a child needs special education services, services available to very young children, the evaluation process, the Individualized Education Program and its development, parental disagreement with the school about what is appropriate for a child, procedures for acquiring increased services for a child, and the role of parental support of a child's learning. A list of five resources available from the National Information Center for Children and Youth with Disabilities and a list of five additional resources concludes the English guide. The Spanish guide concludes with a list of four resources and two organizations. (JDD)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); *Decision Making; Educational Methods; Elementary Secondary Education; *Student Placement
IDENTIFIERS- ERIC Digests

This digest describes types of education programs for gifted and talented children and considers educational acceleration for this population. It reviews such acceleration alternatives as having a child skip a grade, having a child take advanced courses with older students in particular subjects, and having the child tutored and advanced in given subjects either individually or in small groups. The digest considers whether acceleration is harmful academically, emotionally, or socially; what educators think of educational acceleration; how parents know if their child should accelerate; and steps in making the decision to accelerate. The digest provides a list of seven additional information sources. (JDD)

*Supported Employment; *Transitional Programs

This bibliography provides information on resources available for parent training about supported employment and transition of individuals with disabilities. The annotated bibliography includes journal articles, manuscripts, books, and audiovisual materials. The resources are organized into the following categories: (1) parental involvement (17 resources), (2) transition planning (43 resources), (3) supported employment (20 resources), (4) work incentives (5 resources), and (5) futures planning (6 resources). An introductory section outlines key federal legislation affecting youth and adults with disabilities, and an appendix lists newsletters/journals and federally funded parent training and information centers that have developed materials for parent training. (JDD)

also explored. (PB)

ED 370 336 EC 303 068

Attention Deficit Disorder: What Teachers Should Know.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Classroom Techniques; *Disability Identification; *Educational Methods; Elementary Secondary Education; Intervention; Student Behavior; Student Characteristics; Symptoms (Individual Disorders)

This paper provides guidelines on how to identify and work with students with attention deficit disorder (ADD). It begins by outlining common symptoms of ADD in the classroom and general principles for the incorporation of medication into school life. The paper presents features of schools successful in dealing with ADD. School-wide suggestions emphasize individualizing classroom and lesson planning, using cooperative learning, pairing ADD students with non-ADD peers, and using checklists to formalize communication between the school and the home. Further suggestions provide for serving the student with ADD within the classroom context and as an individual learner. Principles of behavior management effective in working with students with ADD are also presented. (PB)

interact with and listen to one another. The goal is to help learners gain confidence in speaking English and feel successful as language learners. Contains 13 references. (Author/MSE)

ED 370 356 FL 022 033

Sadtono, Eugenius, Ed.
Issues in Language Teacher Education. Anthology Series 30.
PUB DATE- 91
NOTE- 174p.; For individual articles, see FL 022 034-042.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Educational Research; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; *Language Teachers; *Second Language Instruction; *Teacher Education; *Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- *Asia; *Pacific Region; Philippines; Reflective Teaching; Singapore

This collection of nine articles addresses current issues in the education of language teachers, with special reference to the teaching of English as a Second Language (ESL) and conditions in the Asia-Pacific region. The articles include: (1) "Reflective Teaching in TESOL Teacher Education" (Jack C. Richards); (2) "Developing Productive Thinking in Preservice Student Teachers" (Hyacinth Gaudart); (3) "Models and the Knowledge Base of Second Language Teacher Education" (Richard R. Day); (4) "Preparing Teachers To Use a Meaning and Structure Based Methodology" (Elizabeth Gatbonton); (5) "In Tandem: Preparing Singapore Teachers for a Changing Primary English Classroom--The Singapore Experience" (Maureen Khoo, Amy Sobrielo, Maha Sripathy); (6) "Becoming a Researcher: Teacher-Conducted Research and Professional Growth" (Geoff Brindley); (7) "Program Accreditation Through Institutional Self-Study and Peer Validation" (M. Soenardi Djiwandono); (8) "From English to Filipino: Training Teachers for the Great Shift in Social Studies in the Philippines" (Andre Gonzalez); and (9) "Language Teacher Education for Social Cohesion" (Ian G. Malcolm). Each article is followed by a reference list. (MDM)

ED 370 357 FL 022 034

Richards, Jack C.
Reflective Teaching in TESOL Teacher Education.
PUB DATE- 91
NOTE- 21p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Research; English (Second Language); Higher Education; *Language Teachers; *Second Language Instruction; Teacher Attitudes; Teacher Behavior; *Teacher Education; *Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- *Reflective Teaching

This article discusses theories of teaching that are part of teacher education programs and the teacher education experiences that best realize these theories. Various top-down and bottom-up approaches to teaching are compared. Top-down approaches, for example, may apply educational research to classroom teaching or use a methods approach based on systematic reasoning. Bottom-up approaches use the teacher's actual teaching experiences as the basis for constructing theories and for developing notions of effective teaching. It is argued that bottom-up approaches, especially those based on teacher self-reflection, hold the most promise for developing effective teachers because they emphasize development, discovery, and inquiry rather than training in fixed methodologies. Reflective teaching utilizes recordings of teachers' performances, self-evaluation, journals, and peer observations to provide constructive feedback to help teachers improve their performance. Several studies of the reflective teaching approach are reviewed. (MDM)

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ED 370 358 FL 022 035

Gaudart, Hyacinth
Developing Productive Thinking in Preservice Student Teachers.
PUB DATE- 91
NOTE- 20p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; English (Second Language); Foreign Countries; Higher Education; Intervention; *Productive Thinking; Second Language Instruction; Self Esteem; *Student Attitudes; Student Behavior; *Student Teachers; Teacher Education; *Teacher Education Curriculum; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Malaysia; Reflective Teaching

This article examines the learning experiences of 3 teachers of English as a Second Language (TESL) as they attempted to encourage productive thinking in 36 preservice student teachers by increasing creative, critical, flexible, and reflective thinking. They also sought to make the student teachers more assertive and less shy. These changes were attempted through a treatment cycle which incorporated sociodramatic techniques, encouragement towards independent thinking, self-expression, self-reliance and heightened self-esteem. Barriers to creative

ED 370 378 FL 022 131

Hall, John; Bankowska, Anne

Foreign Languages for Vocational Purposes in Further and Higher Education. Interchange No. 25.

PUB DATE- Mar 94

NOTE- 13p.; For the full report of this study, see FL 022 219.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advanced Courses; Case Studies; Classroom Techniques; Difficulty Level; Educational Assessment; French; German; Higher Education; *Instructional Effectiveness; Introductory Courses; Japanese; *Languages for Special Purposes; Program Descriptions; Program Design; Second Language Instruction; Second Language Programs; *Second Languages; Spanish; Student Attitudes; Student Characteristics; Student Evaluation; Teacher Attitudes; Teacher Characteristics; *Vocational Education

A Scottish study of foreign/second language instruction for vocational purposes focused on teaching methods, skill assessment methods, and teacher and student perceptions of the effectiveness of different instructional approaches. Nine case studies of second language programs (French, German, Japanese, and Spanish) were conducted. Programs provided instruction at beginning, intermediate, and advanced levels and of three types: customized language courses for a specific vocation; language options within vocational courses; and vocational subject courses for language specialists. The summary report of the study describes the study and its findings and draws conclusions concerning program design and implementation. Findings include descriptions of student and program staff populations, common teaching methods and materials, and student assessment approaches. A variety of practical considerations for program implementation are identified, including those for: creating a climate supportive of language learning; logistical arrangements (class location, scheduling, course preparation time, adequate instructional resources, staffing); establishing course objectives; selecting teaching methods; and evaluating student progress. (MSE)

ED 370 379 FL 022 132

Ranadive, Jyoti

Career and Academic Resources in Bilingual Education Program for High School Students (Project CARIBE). Final Evaluation Report, 1992-93. OREA Report.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 13 Sep 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; Career Counseling; Career Education; Citizenship Education; *Cultural Awareness; Dropout Prevention; *English (Second Language); High Schools; *Immigrants; Inservice Teacher Education; *Limited English Speaking; Multicultural Education; Native Language Instruction; Parent Participation; Second Language Instruction; Spanish Speaking; Staff Development

IDENTIFIERS- New York City Board of Education

Career and Academic Resources in Bilingual Education (Project

ED 370 398 FL 022 160

Sukholutskaya, Mara
Ukrainian for Business.
PUB DATE- 93
NOTE- 10p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Business Communication; Course Descriptions; Cultural Awareness; Foreign Countries; Higher Education; Languages for Special Purposes; Language Skills; *Second Language Instruction; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Ukraine

This paper discusses business conditions in the Ukraine, outlines the development of the Ukrainian language, and describes a course designed to teach business persons how to speak and read basic Ukrainian in a short period of time. The course, "Speak and Read Essential Ukrainian I," consists of 30 lessons, each of which centers on a 30-minute recorded dialog that calls for students responses and interaction. An instructor helps the students with pronunciation, explains basic grammar, reviews previously introduced material, and gradually introduces the written language. Learners will become familiar with nearly 400 words and be able to conduct simple conversations and business transactions, read signs and schedules, and gain some insight into Ukrainian culture. (MDM)

ED 370 399 FL 022 161

Cooks, Maria; Henstock, Peter
Computer-Based Language Tools for the Teaching of Language for a Special Purpose.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Computer Software Development; *Drills (Practice); Higher Education; Hypermedia; *Languages for Special Purposes; *Second Language Instruction; *Spanish
IDENTIFIERS- Purdue University IN

This paper describes the development and use of a computer aided instruction (CAI) software program for the teaching of Spanish for special purposes at Purdue University in West Lafayette, Indiana. The program is designed to: (1) motivate students to use the computer by making it a non-threatening medium through

ED 370 419 FL 022 197

Qu, Yanfeng
The Dual Status of the Null Object in Chinese.
PUB DATE- 94
NOTE- 17p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Mandarin Chinese; *Sentence Structure; *Structural Analysis (Linguistics)
IDENTIFIERS- *Object (Grammar)

This paper investigates the status of the null object in Mandarin Chinese. It proposes that if an object is topicalized, the empty category in the object position should be analyzed as a variable. If it is not topicalized, it is a "pro." It is argued that a pro resembles an overt pronoun in obeying Condition B, but differs from the latter in being subject to the revised version of the Generalized Control Rule initially proposed by Huang (1989). These two requirements suffice to account for the properties of the null object which Huang (1991) lists in his latest arguments against object pro. (MDM)

ED 370 420 FL 022 198

Cho, Mi-Hui
On the Orientation Problem in Korean 'CAKI' Binding and the Typology of X Reflexive Binding.
PUB DATE- 94
NOTE- 20p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Grammar; *Korean; *Language Patterns; Language Research; Language Typology; Linguistic Theory; *Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Reflexives; *Subject (Grammar)

The purpose of this paper is to demonstrate the existence of nonsubject binding of the so-called long distance anaphor in languages like Korean and Japanese and to give a principled account of why and when it happens. The Korean reflexive pronoun "caki" ('self') is bound by local and long-distance antecedents. Nonsubject binding occurs if the predicate of the matrix clause is described in terms of the nonsubject's viewpoint in Korean. Nonsubject-centered predicates such as "mutta" ('ask') and "tutta" ('hear') force the statement of the embedded clause to pertain to a nonsubject. Therefore "caki" in the embedded sentence is bound by the nonsubject because the statement of the embedded clause is based on the nonsubject's viewpoint. Thus from whose viewpoint the sentence is described is essential in "caki" binding. Contains 29 references. (MDM)

ED 370 421 FL 022 199

Yalwa, Lawan Danladi
Complementation of Hausa Aspectual Verbs.
PUB DATE- 94

ED 370 443 FL 800 734

Nunez, Lucia
Manual of Teaching Activities for Pregnant and Parenting Adolescent Mothers in Preparation for the G.E.D. Exam.
PUB DATE- Dec 90
NOTE- 56p.; Master's thesis, University of Massachusetts.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Dissertations/Theses - Master Theses (042),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adolescents; Adult Basic Education; Class Activities; Classroom Techniques; *Early Parenthood; Equivalency Tests; *High School Equivalency Programs; Hispanic Americans; *Literacy Education; *Pregnant Students; Reading Instruction; Science Instruction; Social Studies; *Spanish Speaking; Writing Instruction

This manual describes, in both Spanish and English, activities used in a high school equivalency course for Spanish-speaking adolescent mothers and pregnant adolescents. It contains 13 writing activities, one integrated social studies/science activity, five social studies exercises, and one math and three reading/writing activities. Each is explained briefly, with procedures specified. In some cases, samples of student work and teacher response are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 444 FL 800 748

Kang, Hee-Won; And Others
The Development and Study of Hmong Literacy: Ensuring the Future and Preserving the Past.
PUB DATE- 19 Feb 94
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Los Angeles, CA, February 15-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Adult Literacy; Adult Students; Behavior Patterns; Hmong; *Hmong People; *Immigrants; Learning Motivation; Learning Processes; *Literacy Education; *Native Language Instruction; Refugees; *Sociocultural Patterns; Student Characteristics; Student Motivation; Uncommonly Taught Languages

A study of Hmong adult immigrants in a Hmong literacy class investigated four aspects of their learning behaviors: specific behaviors manifested in the literacy classroom; overt learning strategies used for literacy learning; major motivations; and specific uses for Hmong literacy skills. Data were gathered through observation, interviews, videotaping, and a survey of Hmong literacy use. Subjects were members of one class, varying in number, age, and gender at each meeting, and for the survey, a random sampling of 92 individuals from a Hmong telephone book. Results indicate consistent and related patterns of behavior influenced by Hmong cultural background and participants' existing knowledge. Observed behaviors included constant interaction for cooperative learning, great concern with exactness and clarification, expressions of lack of

ED 370 462 HE 027 167

Palmer, Bruce A.
Planning For Retirement: Using Income Replacement Ratios in Setting Retirement Income Objectives.
PUB DATE- Jul 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; Family Financial Resources; Financial Needs; Fringe Benefits; Higher Education; *Income; *Mathematical Formulas; Money Management; Ratios (Mathematics); Retirement Benefits; *Teacher Retirement
IDENTIFIERS- Consumer Expenditure Survey; Retired Persons; *Retirement Planning; Savings

This paper presents a method for higher education faculty and staff to assess pension plan objectives by determining a retirement income replacement ratio to maintain the salary-based preretirement standard of living. The paper describes the RETIRE Project which researches income replacement using the federal government's annual "Consumer Expenditure Survey" to estimate individual savings and other expenditure variables incorporated into the Project's income replacement formulas. The income replacement ratio formula's components include preretirement gross pay, preretirement taxes, preretirement savings, postretirement taxes, work-related expenses, and net change in age-related expenditures. A central section looks in detail at how the ratio formula works with a single individual and a married couple under various conditions. Two detailed tables and two figures illustrate the analysis. Further sections discuss savings rates and their effect on income replacement ratios and the effects of taxing 85 percent of social security benefits (currently proposed by the Clinton Administration). A conclusion notes that research findings indicate that those retiring in 1993 need about 69 to 82 percent of final-year salary to sustain their preretirement standard of living. (Contains 13 references.) (JB)

ED 370 463 HE 027 168

Clark, Robert L.; And Others
Influence of Employer-Provided Retiree Health Insurance on Retirement Decisions.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Sep 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Patterns; Consumer Economics; *Decision Making; Faculty College Relationship; Health Care Costs; *Health Insurance; Health Services; Higher Education; *Retirement Benefits; School Policy; *Teacher Retirement; Trend Analysis
IDENTIFIERS- *Group Insurance; *Retirement Planning

A study used data from the Employee Benefits Surveys conducted by the Bureau of Labor Statistics to examine the influence of employer-provided retiree health insurance on retirement decisions. The analysis found that most coverage is similar to that of active workers but takes Medicare into consideration, and requires retiring workers to meet eligibility conditions

ED 370 481 HE 027 441

Academic Earmarks--Parts I & II. Hearings before the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Third Congress, First Session (June 16; September 15, 1993).
PUB DATE- 94
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; Federal Aid; *Federal Legislation; *Government Role; Government School Relationship; Hearings; *Higher Education; Legislators; *Research; Resource Allocation
IDENTIFIERS- *Academic Earmarking; Congress 103rd

These hearings examined testimony on the practice of academic earmarking by the U.S. Congress, the process of allocating federal funds to academic projects or institutions based upon the influence of one or more members of Congress who favor the funding, rather than on the specific merits of the project or institution. Oral and written testimony for and against earmarking was heard from: (1) Robert M. Rosenzweig, former president of the Association of American Universities; (2) Ken Schlossberg, a consultant; (3) Joe B. Wyatt, chancellor of Vanderbilt University; (4) Charles McCallum, president of the University of Alabama-Birmingham; (5) David Gute, interim director of the Center for Environmental Management, Tufts University; (6) William A. Polf, deputy vice president for health sciences, Columbia University; (7) Alvin Pesachowitz, acting deputy assistant administrator for finance and acquisition, Environmental Protection Agency; (8) Elizabeth E. Smedley, acting chief financial officer, Department of Energy; and (9) Robert W. Brown, deputy associate administrator, Office of Human Resources Education, National Air and Space Administration. An appendix contains additional prepared statements and correspondence relevant to the hearings. (MDM)

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ED 370 482 HE 027 442

Gordon, June A.
Minority Culture-Based Programming in the Six Four-Year Public Institutions of Higher Education in the State of Washington: An Illuminative Evaluation.
PUB DATE- 90
NOTE- 120p.; Requirements for Master of Education Degree, Western Washington University. Table of contents pagination does not match actual pagination.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Affirmative Action; College Administration; College Admission; *College Programs; *Diversity (Institutional); Educational Attitudes; Educational Environment; Ethnography; Higher Education; Institutional Characteristics; *Institutional Evaluation; *Minority Groups; Multicultural Education; *Public Colleges; Recruitment; Universities
IDENTIFIERS- Diversity (Student); Illuminative Evaluation; *Inclusive Educational Programs; *Washington

This study utilized illuminative, ethnographic evaluation to examine the range and complexity of minority student programming at the six public institutions of higher education in Washington, namely Evergreen State College, Eastern

ED 370 501 HE 027 461

Roweton, William E.
Predicting Rural College Retention among First-Year Undergraduates.
PUB DATE- 94
NOTE- 82p.; For a related paper, see ED 335 185.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Colleges; *Family Influence; *Grade Point Average; Higher Education; Interviews; Personality Traits; *Predictor Variables; *Rural Education; School Holding Power

This project identified statistically significant predictors of first-year retention among 1991-92 freshmen who were enrolled in a rural midwestern comprehensive college. Results of a step-wise discriminant analysis indicated that college grade point average (GPA) was the best overall predictor of retention of first-year students (n=376). Results from semi-structured interviews with 12 of the students suggest that personological factors mediate the effects of cognitive variables. Nine factors affecting college selection and persistence were identified, such as financial concerns, college proximity to hometowns, student goals, emotional support from family and friends, social integration into campus life, and academic difficulty. Decisive factors included parental encouragement and parental financial and emotional support. The study concludes that student GPAs may be convenient but superficial substitutes for pervasive "internal" (personality) dimensions like developmental maturity. An appendix contains interview questions. (Contains approximately 90 references.) (JDD)

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ED 370 502 HE 027 462

Martin, Deanna C.; Arendale, David
Review of Research Concerning the Effectiveness of SI from the University of Missouri-Kansas City and Other Institutions from Across the United States.
PUB DATE- Jan 94
NOTE- 22p.; Paper presented at the Annual Conference of the Freshman Year Experience (Columbia, SC, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Programs; College Students; *Courses; Demonstration Programs; Difficulty Level; Educational Research; Higher Education; High Risk Students; Individual Differences; *Learning Strategies; Program Descriptions; Program Effectiveness; Program Evaluation; Racial Differences; *Study Skills; *Supplementary Education
IDENTIFIERS- *National Diffusion Network Programs; *University of Missouri Kansas City

This paper discusses the Supplemental Instruction (SI) model of student academic assistance, a program recognized as exemplary by the U.S. Department of Education and developed at the University of Missouri-Kansas City (UMKC) to help students in difficult postsecondary courses master course content while they acquire and integrate effective learning and study strategies. The SI program is used by faculty who teach what have been identified as high-risk or historically difficult

ED 370 520 HE 027 481

Hanniford, Barbara E.; Sagaria, Mary Ann D.
The Impact of Work and Family Roles on Associate and Baccalaureate Degree Completion among Students in Early Adulthood.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the 1994 Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Associate Degrees; *Bachelors Degrees; Colleges; College Students; Educational Attainment; *Employment; *Family Role; Higher Education; Nontraditional Students; Sex Differences; Student Role; Two Year Colleges
IDENTIFIERS- *National Longitudinal Study High School Class 1972

This study examined the impact of work and family roles on the probability of students in early adulthood completing the associate or baccalaureate degree. It also looked at the effect of gender on degree completion and differences between adult associate and baccalaureate degree seekers. The study used data from the National Longitudinal Study of the High School Class of 1972 (NLS-72) and the fifth follow-up to this study in 1986. From these data two samples were used: associate degree seekers and baccalaureate degree seekers who were further divided into degree completers, active degree seekers, and inactive noncompleters. The study used five background variables and six intervening variables to determine the impact of family and employment roles on degree completion. Findings included the following: (1) a change in relationship status or birth of a child appeared to act as a catalyst to encourage students to continue and complete a degree; (2) having school-age children at the start of a period of enrollment slowed degree completion but did not stop it for all groups; (3) working full time was particularly detrimental to degree progress for baccalaureate degree seeking males and associate degree seeking females; and (4) though relationship patterns had little effect on degree outcomes, employment patterns had a substantial influence. (Contains 69 references.) (JB)

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ED 370 521 HE 027 482

Williams, Geoffrey
A Framework for Post-School Learning: Varieties of Excellence. A St. Catharine's Conference Held at Cumberland Lodge February 1994. St. Catharine's Conference Report No. 41.
PUB DATE- Feb 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *Educational Change; Educational Finance; Educational Quality; Education Work Relationship; Enrollment; Foreign Countries; Futures (of Society); *Higher Education; Lifelong Learning; Student Characteristics; Vocational Education
IDENTIFIERS- *United Kingdom

ED 370 540 IR 016 802

Savage, James G., Ed.; Wedemeyer, Dan J., Ed.
Plenary Presentations. Pacific Telecommunications Council Annual Conference (16th, Honolulu, Hawaii, January 16-20, 1994).
PUB DATE- 94
NOTE- 73p.; For conference proceedings, see IR 016 803.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Economic Development; Foreign Countries; Global Approach; Government Role; *Information Technology; International Cooperation; International Organizations; Models; Private Sector; *Telecommunications
IDENTIFIERS- *Pacific Region; United Kingdom; United States

This document contains the following plenary speeches from the 1994 annual conference of the Pacific Telecommunications Council (PTC): "Forging New Links--Focus on Developing Economies" by Sir Donald Maitland of the Independent Commission for World-Wide Telecommunications Development (United Kingdom); "The Missing Link: Still Missing? The Continuing Role of the ITU in Telecommunications Development" by Pekka Tarjanne of the International Telecommunication Union; "Forging New Links Philippine Style" by Josefina T. Lichauco of the Department of Transportation and Communications (Philippines); "Telecommunications Liberalization--The Hong Kong Model" by Alex Arena of the Telecommunications Authority (Hong Kong); "Information Technologies--Present and Future" by Warren E. Falconer of AT&T (United States); "KDD's International Cooperation Activities under a Competitive Regime" by Kunishi Nosaka of Kokusai Denshin Denwa (Japan); "Telecommunications in the Pacific" by Ieremia T. Tabai of the South Pacific Forum Secretariat (Fiji); "The Co-Ordinating Role of APT in Promoting Telecommunications in the Asia Pacific Region" by Riluvan Shareef of the Asia-Pacific Telecommunity; "Compatible Roles of Government and the Private Sector in Fostering Telecommunication Development" by Derek H. Burney of BCE Telecom International, Inc.; and the abstract only of "Let's Take a Ride on the International Information Highway" by Mike Thurk of Digital Equipment Corporation (United States). The winner of the 1993 PTC research prize competition, "Telecommunications, Capabilities and Development: Towards an Integrated Framework for Development Communication" (Nikhil Sinha), is also included; this paper contains 54 references. (MES)

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ED 370 541 IR 016 803

Savage, James G., Ed.; Wedemeyer, Dan J., Ed.
Pacific Telecommunications Council Annual Conference Proceedings (16th, Honolulu, Hawaii, January 16-20, 1994).
PUB DATE- 94
NOTE- 875p.; For plenary presentations, see IR 016 802; for the 1993 proceedings, see ED 354 875.
LANGUAGE- English
EDRS Price- MF06/PC35 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communications Satellites; *Computer Networks; *Developing Nations; Distance Education; *Economic Development; Foreign Countries; Higher Education; Information Networks; Policy Formation; *Telecommunications

ED 370 561 IR 055 014

Mukherjee, Prachee; Edmonds, Gerald S.
Screen Design: A Review of Research.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; Courseware; *Design Preferences; Evaluation Criteria; *Instructional Design; Literature Reviews; *Screens (Displays); Visual Learning; *Visual Literacy; Visual Perception
IDENTIFIERS- *Screen Format; Visual Thinking

This paper reviews the literature on screen design used for instructional purposes. The following topics are reviewed: definition of screen design; foundations of screen design; elements of screen design; functions of screen design; screen design research and problems; and criteria for evaluation. Conclusions drawn from this review are: screen design is guided by principles derived from research and common-sense heuristics; the learner is involved in the screen design process after the design is complete; and there is a need to expand the knowledge of how screen elements embedded in instructional courseware actually perform in daily instruction. (Contains 12 references.) (JLB)

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ED 370 562 IR 055 015

Seels, Barbara; Fredette, Barbara
A Dialogue about Mythological Symbols from the Campfire to the Digital Age.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mass Media; *Mythology; Oral Tradition; *Symbols (Literary); Visual Learning; *Visual Literacy
IDENTIFIERS- Information Age

This paper examines the role of myths and symbols in society through the use of a hypothetical dialogue. The paper begins by explaining what myths are and the functions they serve. Mythology and mythical symbols of past and present are compared. These changes in the nature of mythological symbols are explored through a dialogue between an artist and a media producer. During this dialogue, the importance of the study of myths as symbols in an age of global and digital communication becomes apparent. The idea that a world mythodology may evolve from media experiences is introduced. If this is the case, visual literacy becomes important in order to prevent manipulation through symbolism. (Contains 14 references.) (JLB)

ED 370 582          IR 055 035

Rezabek, Landra L.; And Others
Visualizing Technology: An Analysis of Preservice Teacher's Classroom Maps.
PUB DATE- 93
NOTE- 10p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; *Classroom Design; College Students; *Computer Assisted Instruction; *Educational Technology; *Education Majors; Elementary Secondary Education; Higher Education; Interior Space; *Maps; Multimedia Instruction; Preservice Teacher Education; Technological Advancement; Video Equipment; *Visualization
IDENTIFIERS- Preschool Teachers

The thoughts of a group of preservice teachers about classroom technology were studied by asking them to visualize their ideal classrooms. They were then asked to visualize, or visually represent, their thinking on paper by completing a map of the ideal classroom. Subjects were 106 education majors, 8 of whom were male. Classroom maps were analyzed to determine the presence and types of visual representations depicting electronic learning resources in the ideal classroom. Eighty (75.5%) subjects included electronic learning resources in their classroom maps. The most often cited was the computer. Seventy-seven (72.6%) of all participants included in the computer as a learning resource. This number represented 96.2% of only those subjects who included electronic resources. The second most often cited resource was video technology, included by 25 education majors. Audio media were included by 18 subjects, and others cited various resources such as projection screens or multimedia technologies. The majority who included electronic learning resources in their maps positioned them around the periphery of the classroom, although 24 indicated that the resources would be distributed throughout. Implications of these subjects' maps for instruction are discussed. Six figures present the study data. Contains 4 references.) (SLD)

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ED 370 583          IR 055 036

Condron, Linda; And Others
Women and the Discourses of the Visual: Where Are Women in This Picture?
PUB DATE- 93
NOTE- 14p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, NY, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; Discourse Analysis; Equal Education; *Females; Feminism; *Instructional Materials; Sex Differences; *Sex Stereotypes; *Spatial Ability; Symbolism;

ED 370 603 IR 055 086

Brandt, Randal S., Ed.; Davis-Kimball, Jeannine, Ed.
Bibliographies of Northern and Central California Indians. Volume 1--Tribal Bibliographies A-N.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 397p.; For related documents, see ED 368 353-355 and IR 055 087-088.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian History; *American Indians; Annotated Bibliographies; Audiodisks; Audiotape Recordings; Films; *Library Collections; Maps; Photographs; Public Libraries; *Resource Materials; State Libraries; State Programs
IDENTIFIERS- *California; Unpublished Materials

This document is the first of a three-volume set made up of bibliographic citations to published texts, unpublished manuscripts, photographs, sound recordings, motion pictures, and maps concerning Native American tribal groups that inhabit, or have traditionally inhabited, northern and central California. Introductory material in this volume includes a directory of libraries where California Indian Library Collections (CILC) are located, a list of tribal groups and corresponding counties in which they have historically resided, alternate names and/or spellings for tribal groups, a list of tribal language groups, maps of California tribal areas, and an introduction to the set. An annotated bibliography of materials appropriate for a basic library collection is included. This is followed by the bibliographies for the following tribal groups: Achomawi, Athapaskan, Atsugewi, Chilula, Chimariko, Huchnom, Hupa, Karuk, Kato, Klamath, Konkow, Lassik, Maidu, Mattole, Miwok, Modoc, Mono, Nisenan, Nomlaki, and Nongatl. Each tribal bibliography contains citations to materials that are tribal specific, along with citations to general materials that contain significant amounts of information on that tribe. (MES)

ED 370 604 IR 055 087

Brandt, Randal S., Ed.; Davis-Kimball, Jeannine, Ed.
Bibliographies of Northern and Central California Indians. Volume 2--Tribal Bibliographies P-Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 413p.; For related documents, see ED 368 353-355 and IR 055 086-088.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian History; *American Indians; Annotated Bibliographies; Audiodisks; Audiotape Recordings; Films; *Library Collections; Maps; Photographs; Public Libraries; *Resource Materials; State Libraries; State Programs
IDENTIFIERS- *California; Unpublished Materials

This document is the second of a three-volume set made up of bibliographic citations to published texts, unpublished manuscripts, photographs, sound recordings, motion pictures, and maps concerning Native American tribal groups that inhabit, or have traditionally inhabited, northern and central California. This volume contains the bibliographies for the

ED 370 622 JC 940 319

Klein, Charlie, Ed.
Minimum Qualifications Advisories from "Human Resources Communique," Numbers 1-12, September 1991-May 1994.
PUB DATE- 94
NOTE- 16p.; Entire text is highlighted, consequently readability may be affected.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); Administrator Qualifications; *College Faculty; Community Colleges; *Credentials; Degrees (Academic); Educational Legislation; *Employment Qualifications; Institutional Evaluation; Intellectual Disciplines; State Legislation; *State Standards; Teacher Certification; Teacher Education; *Teacher Qualifications; Two Year Colleges
IDENTIFIERS- *California; *Minimum Faculty Qualifications

This document consists of 12 short advisories that address commonly asked questions about minimum faculty qualifications in California community colleges. Advisory Number 1 addresses three issues: teaching in a minor, teaching counseling courses, and grandfathering of State Board of Education Credentials. Advisory 2 explains Assembly Bill (AB) 770's provisions reopening the credentialling window for selected employees and offers an interpretation of the Education Code's "bachelor's for tenure" provision. Advisory 3 offers a definition of "eminence" for determining equivalency, discusses required degrees for vocational faculty, and considers administrator training or experience requirements. Advisory 4 focuses on disciplines not on statewide lists, minimum qualifications for learning assistance, and equivalency issues. Advisory 5 explains who may teach English as a Second Language, special coursework requirements, and the evaluation of foreign degrees. Advisory 6 summarizes district equivalency processes and criteria, part-time faculty issues, and other equivalency issues. Advisory 7 deals with equivalency for administrators and the effect of changes in discipline lists on current employees. Advisory 8 addresses issues confined to vocational or "non-master's" faculty. Advisory 9 explains legislative requirements regarding the accreditation status of the institutions awarding the degrees or units being used to satisfy minimum qualifications, and lists recognized accreditation agencies. Advisory 10 presents the Chancellor's Office's answers to questions from the field on minimum qualifications, equivalencies, and related issues. Advisory 11 summarizes the changes to minimum qualifications contained in Title 5 amendments and new discipline lists. Finally, advisory 12 addresses individual departments' or divisions' authority to adopt a "no equivalency" stance; the verification of professional experience; and the classification of "Human Services" programs. (ECC)

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ED 370 623 JC 940 322

Hill, James F.
Tribal Colleges: A Success Story.
PUB DATE- 94

ED 370 640 JC 940 341

Oregon Community Colleges Profile, 1991-92.
PUB DATE- Jan 93
NOTE- 161p.; For 1990-91 profile, see ED 346 931.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; College Faculty; Community Colleges; *Educational Finance; *Facility Inventory; Full Time Equivalency; *Institutional Characteristics; Profiles; *Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Oregon

This profile describes the 16 Oregon Community Colleges and their students, personnel, finances, facilities, and programs and services for the 1991-92 academic year. First, the address, phone number, and president of each college is listed and a map is provided showing the college's location in Oregon. Next, tables of data on students are presented, including information on full-time equivalent students (FTE) by program, institution, and term; headcount; percentage distribution by headcount by program; changes in FTE from 1990-91 by institution and program; systemwide headcount by resident status, gender, age, racial/ethnic distribution, and county of residence; and Oregon public high school graduates in community college districts between 1982 and 1991. Information is then provided on faculty, staff, and administrators, highlighting full-/part-time status, gender, and salaries. The next tables present financial data, including general fund operating revenues and expenditures; direct instructional costs by program; cost per FTE; property taxes; tuition rates; financial aid; and the relationship of costs to state appropriations. Three tables are then provided on the system's facilities, indicating total square feet, area distribution by major use category, and assignable areas per FTE. Finally, information is presented on programs and services, including system libraries; contracted out-of-district FTE's; developmental education by FTE, age, race, and as a percentage of total developmental education FTE; statewide general educational development headcount; and small business development centers. (KP)

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ED 370 641 JC 940 343

Head, Ronald B.
PVCC Service Region High School Graduates. Research Report Number 4-94.
PUB DATE- Apr 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Planning; Community Colleges; Enrollment; *Enrollment Influences; *Enrollment Projections; *Enrollment Trends; Futures (of Society); *High School Graduates; High Schools; Long Range Planning; Two Year Colleges
IDENTIFIERS- Piedmont Virginia Community College

Although the number of high school graduates within the Piedmont Virginia Community College (PVCC) service region has been steadily declining over the past decade, studies indicate that the trend will reverse in 1992-93, and the number of graduates

ED 370 658 JC 940 365

Gabert, Glen; And Others
Bringing the Community In: A Mission Renewal Process as a Framework for Institutional Effectiveness.
PUB DATE- 21 Jun 94
NOTE- 18p.; Paper presented at the Summer Institute on Institutional Effectiveness and Student Success (6th, Atlantic City, NJ, June 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; *Community Surveys; Comprehensive Programs; *Cooperative Planning; *Institutional Mission; *Mission Statements; Organizational Effectiveness; Participative Decision Making; School Community Relationship; *School Surveys; Two Year Colleges

In 1992, Hudson County Community College (HCCC), in New Jersey, began a mission review process to expand from a limited, career-oriented institution to a comprehensive urban community college. Mission statements were reviewed from 67 comprehensive community colleges in 22 states and a questionnaire was devised to determine college staff and community perceptions of the importance of 33 possible functions, programs, or services; record personal/professional data; and generate open-ended comments. The questionnaire was distributed to 1,117 HCCC staff and students, county residents, and representatives from business and industry, with 367 responses being received. Functions ranked as most important by respondents included career and transfer-oriented degree programs, comprehensive curriculum, affordability and physical accessibility, and job re-training. Items ranked lowest in importance were access regardless of educational background, college as resource for economic development, courses to develop informed citizenry, space for community groups, intercollegiate athletic teams, and bilingual courses. Responses also indicated that there were no significant differences between the college and community responses, but respondents who identified themselves as "informed" rated every item as more important than those who identified themselves as "not informed." From these activities, a draft mission statement was prepared and discussed at an all-day forum held with 100 college and community members. Finally, a new mission statement was adopted in April 1993. (KP)

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ED 370 659 JC 940 367

Brooks, Gayle; Bell Carmine
A User-Friendly Model for Business/Education Partnerships.
PUB DATE- May 94
NOTE- 37p.; Materials from a presentation at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); Community Colleges; *Community Involvement; *Cooperative Planning; Fund Raising;

ED 370 677 PS 022 248

Baglin, Carol Ann, Ed.; Bender, Michael, Ed.
Handbook on Quality Child Care for Young Children: Settings Standards and Resources.
PUB DATE- 94
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Certification; Child Caregivers; Child Health; *Day Care; *Day Care Centers; Early Childhood Education; Evaluation Criteria; Family Day Care; Financial Support; Fund Raising; Preschool Curriculum; *Program Evaluation
IDENTIFIERS- Caregiver Training; Child Safety; Program Characteristics; *Quality Indicators; Special Needs Children

Intended primarily for professionals teaching early childhood and infant intervention courses, this handbook presents an overview of child care as both a support to families and an economic necessity, meeting changing and dynamic needs. Child care settings and types of care are discussed, along with quality indicators, licensing, and provider safety and training. Suggestions are offered for locating care for families and employers, as well as a discussion of the national network of resource and referral centers. Also covered are the diversity of child care needs and health concerns and the many funding resources available to support child care and related needs. The eight chapters are: (1) "Child Care in the Nineties: Diversity and Changing Needs" (Carol Baglin); (2) "Child Care Settings and Targeting Care for Quality" (Carol Baglin); (3) "The Role of Licensing in Ensuring Quality Child Care" (Roberta Ward); (4) "Healthy Child Care" (Janeen Taylor and W. S. Taylor); (5) "Meeting the Need: Child Care Resource Centers" (Sandra Skolnick); (6) "Trained Providers and Quality Curriculum" (Christina Mandelson); (7) "Promising Practices in Programming" which contains four essays--"Programming for Children Who Are HIV or Exposed to Substance Abuse" (Clare Siegel), "Serving the Needs of Low Incidence Children: Local School and Community-Based Model" (Judy Kanigel), "Child Care for Children with Complex Medical Needs" (Polly Harrison and others), "Child Care: A Setting of Early Intervention (Joan Karasik); and (8) "Finding Funding: Sources of Resources for Child Care" (John Surr). References are included with each article. Six appendixes contain a variety of additional resources including National Association of Child Care Resource and Referral Agencies, federal programs, funding resources, and selection criteria for child care settings. (TJQ)

ED 370 678 PS 022 284

Bridge, Connie A.; And Others
Primary Thoughts: Implementing Kentucky's Primary Program.
PUB DATE- 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Constructivism (Learning); *Educational Change; Grouping (Instructional Purposes); Integrated Curriculum; *Mixed Age Grouping; *Nontraditional Education; Parent Participation; *Primary Education; Program Descriptions; Public Education;

ED 370 696                PS 022 373

Goetz, Kathy, Ed.; Peck, Shelley, Ed.
The Basics of Family Support: A Guide for State Planners (and Others).
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Programs; *Family Programs; Federal Programs; Fund Raising; Program Administration; *Program Descriptions; *Program Development; Program Implementation; *State Federal Aid; State Programs
IDENTIFIERS- *Family Preservation and Support Services Prog; Family Preservation Services; Family Support; *Integrated Services

Institutions have been slow to respond to changes in family life, and service delivery has mostly been limited to responding to crises and to treating problems. Family resource and support programs began emerging in the 1970s to fill parents' expressed need for more support. As part of this trend, the federal Family Preservation and Support Services Program will provide funds for early support services. This guide discusses issues in the design and implementation of family support programs. Chapter 1 describes the principles of family support programs, common supportive practices, and program components; and suggests that, unlike traditional service programs, family support programs emphasize a proactive approach to prevention, and that programs and structures are determined by family needs. Chapter 2 describes the planning of a family support program, which differs from, and is more demanding than, planning for more traditional human services. Elements critical to success at the state level, and steps for planning at the community level are described. Chapter 3 describes past and current funding sources, recommends ways to use funding to change human services delivery systems, and suggests that new funding sources may change the missions of local family support programs. Chapter 4, which comprises the bulk of the guide, contains profiles of 25 family support programs. Each profile gives an overview of the program and discusses the program's history, components, staff, constituent community and participants, goals, evaluation, funding, budget, governance, and replication. (TM)

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ED 370 697                PS 022 376

Keeping the Lights On: Fundraising for Family Support Programs.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Corporate Support; *Family Programs; *Fund Raising;

ED 370 716 PS 022 462

Barton, Keith C.; Levstik, Linda S.
"Back When God Was Around and Everything": Elementary Children's Understanding of Historical Time.
PUB DATE- Apr 94
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Photographs/illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Concept Formation; Elementary Education; *Elementary School Students; *History; History Instruction; Photographs; *Pictorial Stimuli; Prior Learning; Student Attitudes; *Time Perspective; *United States History

In order to investigate elementary school students' understanding of historical time, this study conducted open-ended interviews with 58 children in kindergarten through sixth grade. The students were asked to place nine illustrations from various periods of American history in chronological order and to talk about the reasoning behind the order they chose. The paintings and photographs consisted of scenes broadly representative of a particular era, such as the colonial period, the 1920s, or the 1960s. The study found that even the youngest children made some basic distinctions in historical time and that those distinctions became increasingly differentiated with age. Dates, however, had little meaning for children before third grade; and although third- and fourth-graders understood the numerical basis of dates, only by fifth grade did students extensively connect particular dates with specific background knowledge. At all ages, children's placement of most pictures revealed substantial agreement with each other and with the correct order. Two appendixes contain copies of the illustrations used in the study and the interview protocol. (MDM)

ED 370 717 PS 022 478

Tay, May Ping; And Others
The Internal/External Frame of Reference Model of Academic Self-Concept in Early Adolescents.
PUB DATE- Apr 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Early Adolescents; Generalizability Theory; Grade 7; Grade 8; Junior High Schools; *Junior High School Students; Language Skills; Mathematics Skills; *Self Concept; *Self Concept Measures; Sex Differences; *Structural Equation Models
IDENTIFIERS- Australia; Canada; *Internal External Frame of Reference Model; United States

This study examined the generalizability of the internal/external (I/E) frame of reference model of academic self-concept development. The "external" component of the model refers to comparing one's achievement with one's peers; in LISREL causal modeling, this external comparison is presented as positive

ED 370 735 RC 019 628

Challenges & Changes: Strategies for Rural Education & Small Schools. Proceedings of the Annual Rural & Small Schools Conference (15th, Manhattan, Kansas, October 25-26, 1993).
PUB DATE- Oct 93
NOTE- 77p.; For keynote speech, see RC 019 629.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Change Strategies; Community Involvement; Curriculum Development; Educational Assessment; *Educational Change; *Educational Improvement; *Educational Technology; Elementary Secondary Education; Family Involvement; Multicultural Education; *Nondiscriminatory Education; Rural Education; *Rural Schools; *Small Schools; Staff Development

This proceedings summarizes a conference sponsored by the Center for Rural Education and Small Schools at Kansas State University. Included are the keynote speech and abstracts of 46 conference presentations. The keynote speech, "Invisible and Silent along the Blue Highways," by Patricia A. Schmuck, examines problems of ethnic, racial, and gender bias in small rural schools, and suggests ways to overcome pervasive myths about diversity and to provide equal educational opportunity for all students. The following key issues relevant to rural and small schools were emphasized in the conference sessions: (1) student assessment; (2) service integration; (3) educational leadership; (4) staff development; (5) multicultural education; (6) promoting community and family involvement in schools; (7) inclusion of disabled students; (8) educational software; (9) educational technology; (10) school improvement; (11) curriculum development; (12) educational change; and (13) role of superintendents. (LP)

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ED 370 736 RC 019 629

Schmuck, Patricia A.
Invisible and Silent along the Blue Highways.
PUB DATE- 25 Oct 93
NOTE- 20p.; In: Challenges & Changes: Strategies for Rural Education & Small Schools. Proceedings of the Annual Rural & Small Schools Conference (15th, Manhattan, Kansas, October 25-26, 1993); see RC 019 628.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Change Strategies; Disadvantaged; Educational Change; Educational Practices; Elementary Secondary Education; *Equal Education; Leadership Qualities; Racial Bias; Rural Education; *Rural Schools; School Policy; Sex Bias; *Small Schools; Stereotypes; *Teacher Attitudes
IDENTIFIERS- *Diversity (Student); School Culture

Visits to 25 small rural school districts in 21 states revealed three prevailing myths about equal education held by teachers and administrators: (1) some children can't learn; (2) providing the same education to all students is providing equal education; and (3) "we have no problems" in providing equal educational opportunities. Counteracting these myths entails changing the belief systems of teachers and administrators; describing inequality with the appropriate language; meeting inequality head-on by confronting ethnic and sex stereotypes

ED 370 753 RC 019 662

Oklahoma's Federally-Recognized Indian Tribes.
SPONS. AGENCY- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE- 92
NOTE- 282p.; Some maps and illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *American Indian History; American Indian Literature; American Indians; Class Activities; Cultural Education; Elementary Secondary Education; History Instruction; *Lesson Plans; *Tribes; Units of Study
IDENTIFIERS- *Oklahoma

This document compiles lesson plans, classroom activities, and facts from previous Oklahoma state publications about Oklahoma's American Indian peoples. "Oklahoma's Indian People: Images of Yesterday, Today, and Tomorrow" contains brief presentations and related class activities and writing assignments about the histories of approximately 29 Oklahoma tribes. "Year of the Indian Poster Series" presents brief profiles of eight Indian groups, including derivation of name, language, history, culture, ceremonies, landmarks, key population areas, tribal membership, and location of headquarters. "Native American Community Involvement" contains 2 sections for grades 5-8 that include 10 lesson plans on the history, lifestyles, myths and legends, language, customs, culture, and knowledge of the Choctaw; and 4 units dealing with the culture and contemporary life of the Potawatomi and Sac & Fox, analysis of Indian lifestyle and culture, myths and legends of the Kickapoo and others, and history and economics of the Potawatomi. "Oklahoma Indian American School Guide" presents 3 units for junior high and high school students, covering historical background of Oklahoma Indians, Indian experiences with various groups of explorers, and overviews of Plains tribes and the Five Civilized Tribes. A section on the Creek Indians contains 21 lesson plans for grades K-6 on lifestyle, history, customs, language, literature, and culture. A final section presents 26 activities for grades K-9 related to Indian art, crafts, oral tradition, mathematics, music, physical education, science, and social studies. Contains a list of federally-recognized Oklahoma tribes and officials, maps, and many illustrations. (SV)

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ED 370 754 RC 019 667

Hamm, Mary Margo
Appalachian Women. An Annotated Bibliography.
PUB DATE- 5 May 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Attitudes; Authors; Elementary Secondary Education; Employed Women; *Females; *Folk Culture; Higher Education; Literary Criticism; Poverty; *Rural Education; Self Concept; Sex Role; Values; *Womens Education

ED 370 772 SE 054 290

The Influence of Testing on Teaching Math and Science in Grades 4-12.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Content Analysis; Elementary Secondary Education; Interviews; *Mathematics Instruction; *Mathematics Teachers; Mathematics Tests; Minority Group Children; National Surveys; School Surveys; *Science Instruction; *Science Teachers; Science Tests; *Standardized Tests; Teaching Methods; *Test Results

This booklet reports the results of a recent National Science Foundation study of the impact of mandated testing programs on curriculum and instruction in elementary and secondary mathematics and science education, especially the impact on teachers with large percentages of minority students. The study included three strands: (1) an item-by-item analysis of the most widely-used standardized tests and textbook tests in mathematics and science for grades 4, 8, and selected high school subjects; (2) a nationwide questionnaire survey responded to by 2,229 mathematics and science teachers in grades 4-12; and (3) interviews with 200 teachers and 100 administrators in 6 urban districts in 6 states nationwide. Included is a figure titled "Percent of items testing types and levels of thinking" and two tables titled "Percent of teachers reporting preparation for mandated standardized tests (nationwide survey of 2,229 teachers)" and "Percent of teachers with positive and negative views of mandated testing programs (interviews with 200 mathematics and science teachers in 6 urban districts)." Impact on minority students and other issues are discussed. The last page includes an order form for this and other reports. (MKR)

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ED 370 773 SE 054 330

Floods and Drought. An Educational Package for Standards 5 to 8.
PUB DATE- 93
NOTE- 52p.; Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; *Environmental Education; Foreign Countries; Intermediate Grades; Junior High Schools; Learning Activities; Plants (Botany); *Science Process Skills; *Soil Conservation; Thematic Approach; Water; Water Quality; *Water Resources; Wetlands
IDENTIFIERS- *Drought; Environmental Problems; *Floods; India; Water Quality Management

This booklet contains 20 activities designed to make students aware of the intricate linkages between soil, water, and vegetation, and how mismanagement damages the environment. Under this broad theme a wide range of concepts is covered. The activities help develop skills of observation, measurement, data collection, model-making, and creative writing. Information has been provided about the main subject area covered by each activity, the time and equipment needed, the optimum number of students with whom to carry it out, and

ED 370 797 SE 054 507

Hampton, Carolyn H.; And Others

Classroom Creature Culture: Algae to Anoles. Revised Edition.

PUB DATE- 94

NOTE- 99p.; A collection of articles from National Science Teachers Association's (NSTA's) journals, "Science and Children."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Animal Caretakers; *Animal Facilities; Biological Sciences; Classroom Environment; Demonstration Centers; Elementary Education; Elementary School Science; Laboratory Animals; *Plants (Botany); *Science Activities; *Science Instruction

Identifying and providing the most appropriate classroom environment for living organisms can be time consuming, expensive, and sometimes seemingly impossible. This document, a collection of 2-4 page articles from "Sciences and Children," provides useful information on the collecting and culturing of plants and animals. Among the 43 chapters are: (1) "Living Organisms: Important Classroom Resources"; (2) "Establishment of a Life Science Culture Center"; (3) "Collecting and Growing Algae"; (4) "Duckweed"; (5) "Seed Plants"; (6) "Culturing Protozoa"; (7) "Snails and Preschoolers"; (8) "Planaria"; (9) "Tree Frogs"; (10) "Crayfish"; (11) "Spiders as Classroom Pets"; (12) "Collecting and Maintaining Frog and Toad Eggs"; (13) "A Freshwater Aquarium"; (14) "Discovering Your Neighborhood Bog"; and (15) "A Big Lesson in a Small Pond." (ZWH)

ED 370 798 SE 054 512

Zymelman, Manuel

Science, Education, and Development in Sub-Saharan Africa. Africa Technical Department Series. World Bank Technical Paper No. 124.

PUB DATE- 90

NOTE- 93p.; Statistical tables may not reproduce well due to small print type.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Science; Economic Development; Educational Change; Engineering Education; Foreign Countries; Higher Education; Science Curriculum; *Science Education; Scientific and Technical Information; Secondary Education; *Technology

IDENTIFIERS- *Africa (Sub Sahara)

This paper deals with one aspect of technical change in Sub-Saharan Africa (SSA): the production of scientific and technical knowledge. Part I presents a quantitative view of the scientific output in SSA based on data from the Science Citation Index that provides information on scientific publications and citations by field and by country. Science universities are the focus of scientific research and training in SSA, Part II analyzes enrollments and outputs of universities in SSA in the area of science and engineering to ascertain their future role in fostering science and engineering. Any increase in the quantity and quality of university outputs in science and engineering will require the upgrade of the level of scientific and mathematics knowledge of

ED 370 819 SO 022 395

Bettendorf, Joline; And Others
Literature of War and Peace. Section V: The Individual and the State.
PUB DATE- 89
NOTE- 164p.; The five volumes of this curriculum unit are SO 022 381, SO 022 384, and SO 022 393-395.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Conflict; Cross Cultural Studies; Cultural Education; Cultural Influences; *Drama; English Curriculum; High Schools; Language Arts; *Literary Criticism; *Literature; *Peace; Two Year Colleges; Units of Study; *War

This 14-16 day curriculum unit is designed for use in English and language arts classrooms, grades 9-12 and community college. While it is the fifth section in a series of five on the literature of war and peace, it can be used with or without the other four sections. Each section of the series focuses on a different genre of the literature of war and peace, and the literature in each section has common sub-themes. In this section, students analyze the text of a play and discuss the relationship of the individual to the society in which he or she lives. In addition, this section focuses on the comparison of drama with other literary forms. Students relate the presentational style of the play to the intentions of the playwright while learning to visualize the play in performance. A reading of "The Firebugs" introduces the discussion of an individual's responsibility to society and government, and of the constructive and destructive nature of an individual's behavior. The handouts and activities contained in the lessons provide an opportunity for students to develop writing skills and to understand better various literary styles and techniques. Six appendices are as follows: (1) Introduction to the literature of war and peace series; (2) Related activities; (3) Connections to textbooks; (4) Connections to California's English/Language Arts Frameworks and Model Curriculum Standards; (5) Bibliography; and (6) Educational philosophy. (DB)

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ED 370 820 SO 022 863

Sanyal, B. C.; And Others
Education, Employment and Human Resource Development. Report of a Sub-regional Intensive Training Course (Buea, Cameroon, April 2-13, 1991).
PUB DATE- Oct 91
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Economic Development; Educational Cooperation; *Educational Development; *Educational Planning; Educational Strategies; Foreign Countries; *Human Resources; *Job Development; *Labor Force Development; Leadership Training
IDENTIFIERS- Cameroon; Gambia; Ghana; International Institute for Educational Planning; Namibia; Nigeria; Sierra Leone; UNESCO

Participants from Cameroon, Gambia, Ghana, Namibia, Nigeria, and thinking included: (1) peer pressure; (2) authority pressure; (3) previous experience; (4) mismatch of teaching and learning styles; (5) examinations and assessment; and (6) feelings and fears. A discussion of the reactions of students to this intervention and its effectiveness follows. (MDM)

ED 370 359 FL 022 036

Day, Richard R.
Models and the Knowledge Base of Second Language Teacher Education.
PUB DATE- 91
NOTE- 13p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English (Second Language); Higher Education; *Holistic Approach; Preservice Teacher Education; *Second Language Instruction; Student Teachers; *Teacher Education Curriculum; *Teaching Methods; *Teaching Models
IDENTIFIERS- *Content Knowledge; *Knowledge Base for Teaching

This article examines two aspects of preservice English-as-a-Second-Language (ESL) teacher education programs: (1) the knowledge base or information that students must learn; and (2) the way or ways in which the knowledge is delivered to students. The knowledge base includes content knowledge, pedagogic knowledge, pedagogic content knowledge, and support knowledge. Methods of delivering this knowledge to students include the apprentice-expert model, the rationalist model, the case studies model, and the integrative model, which combines aspects of all three approaches. It is argued that there is an overemphasis on the rationalist model in second language teacher education, and that student teachers and teacher educators would be best served by the integrative model of teacher education. (MDM)

ED 370 360 FL 022 037

Gatbonton, Elizabeth
Preparing Teachers To Use a Meaning and Structure Methodology.
PUB DATE- 91
NOTE- 22p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Higher Education; Program Descriptions; Program Implementation; *Second Language Instruction; *Speech Communication; Teacher Education; *Teacher Education Curriculum; Teaching Methods; *Teaching Models
IDENTIFIERS- Canada; China

This article examines the teacher training program at the Canada-China Language Centre in Beijing, China, and the communicative teaching methodology that it employs in helping scientists, government officials, and other professionals improve their English language skills. The staff consist of both Canadian and Chinese teachers of English, who jointly developed the communicative approach. It combines a modern communicative

CARIBE) was a federally funded program that served 70 limited-English-speaking, native Spanish-speaking students, largely immigrants, in two Brooklyn (New York) high schools. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), mathematics, science, and social studies. Multicultural education, development opportunities for teaching staff, and parent involvement were also program components. The project met its objectives for increasing student familiarity with American culture and citizenship, career advisement, dropout prevention, staff development, and parent involvement. It failed to meet it objectives in ESL, NLA, and attendance. It partially met objectives in the content areas. Objectives for growth of cultural pride, attitudes toward school, and awareness of pupil needs and problems could not be assessed. Recommendations for program improvement include: assessment of reasons for lack of ESL skill growth; exploration of additional techniques for improving NLA achievement; administration of a standardized Spanish language exam to all NLA students; greater focus on teacher inservice preparation for mathematics instruction to this population; and better information gathering to assess attainment of objectives. (MSE)

ED 370 380 FL 022 133

Choonoo, John
To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE). Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 39p.; For the 1989-90 report, see ED 342 858.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Attendance Patterns; Aviation Education; Bilingual Education Programs; Business Education; *Career Exploration; Chinese; Curriculum Development; Dropout Rate; *English (Second Language); Grade Repetition; High Schools; Immigrants; Inservice Teacher Education; Instructional Materials; *Languages for Special Purposes; *Limited English Speaking; *Material Development; Mathematics Instruction; *Native Language Instruction; Parent Participation; Science Instruction; Second Language Instruction; Social Studies; Spanish; Staff Development; Uncommonly Taught Languages; Vietnamese; Vocational Education
IDENTIFIERS- New York City Board of Education

To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE) was a federally funded program in its fourth year of operation in two Queens (New York) high schools in 1992-93. It served 451 limited-English-speaking students of varied language backgrounds with less than two years of schooling in English. The project's two components were: (1) instructional services in English as a Second Language (ESL), native language arts (NLA), mathematics, science, social studies, and business/vocational education; and (2) support services, including development of curriculum and instructional materials in the students' native languages, staff development, and parent involvement activities. The project carried out all specified activities and met all objectives except that for ESL achievement, although in ESL, achievement gains were significant. While no objective for attendance was specified, the attendance rate for participating students was higher than in the previous year and no students dropped out. Grade individualization of the learning process; (2) make the process interactive by allowing the student to visualize language; and (3) achieve an eclectic learning process by using hypermedia methods to distort language. The software was developed for use in intermediate-level Spanish courses to reinforce material presented in class. The practice drills consist of matching pairs of words, multiple choice questions, cloze exercises, and unscrambling jumbled sentences. Student responses are tabulated both for direct student feedback and instructor review. An appendix provides samples of the different types of drill screens. (MDM)

ED 370 400 FL 022 162

Cruciani, Renee; And Others
Experiential Language Learning for Professional Experts.
PUB DATE- 93
NOTE- 7p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Experiential Learning; *Languages for Special Purposes; *Language Skills; Role Playing; *Second Language Instruction; Student Role
IDENTIFIERS- Foreign Service Institute DC

This paper describes the language training courses provided by the Foreign Service Institute (FSI) to government employees and their dependents, focusing on the use of experiential language learning and "bridging" classroom study to practical applications. Bridges are an important part of the FSI training program not only because they target job-related needs, but because they are consonant with adult learning styles. Students in the class analyze and identify their own needs, using the teacher as a resource person and facilitator. They then conduct role playing and on-site exercises to develop practical language skills. Self-evaluation is a continuing element of the curriculum. The principles of this approach are illustrated through a module developed for spouses of Foreign Service Officers who are required to use French for semi-official purposes in Francophone countries. The bridging technique of language learning can be adapted to any language course with little cost or advanced preparation. (MDM)

ED 370 401 FL 022 163

Falkowsky, Charlotte
Bilingual Russian Academic and Career Educational Services (Project BRACES). Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Career Awareness; Computer Literacy; Curriculum Development; Dropout Prevention; *English (Second Language); *High Risk Students; High Schools; Immigrants; Inservice Teacher Education; Limited English Speaking; Mathematics Instruction;

NOTE- 32p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Grammar; *Hausa; Language Patterns; Language Research; *Sentence Structure; *Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Auxiliary Verbs

This paper describes and analyzes the complementation patter of Hausa aspectual verbs, examining some instances of aspectual verb complementation that have not been addressed in previous research. It attempts to show that, syntactically, the phenomenon of Control in this type of complementation exists in Hausa. It demonstrates that the relationship between the embedded subject and that of the matrix predicate can be analyzed as involving either that of Control or Raising. Contains 28 references. (MDM)

ED 370 422 FL 022 200

Zoerner, Ed
Deriving the Distribution of Conjunctions.
PUB DATE- 94
NOTE- 18p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *English; *Form Classes (Languages); Grammar; Language Patterns; *Sentence Structure; *Structural Analysis (Linguistics); *Syntax
IDENTIFIERS- *Conjunctions

This paper proposes an explanation for the limited possibilities of realized conjunctions in multitermed coordinations. It argues that conjunction "&" heads a fully articulated phrase (&P), which can iterate &P shells, similar to "V" in Larson's (1988) VP-shell hypothesis. This structure enables a single & to unify any number of conjuncts, and thereby accounts for the cases in which only a single overt & appears. (Author/MDM)

ED 370 423 FL 022 201

Kim, Hye-Ryun
L2 Acquisition of English Reflexives by Native Speakers of Korean.
PUB DATE- 94
NOTE- 29p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *College Students; *English (Second Language); Form Classes (Languages); *Grammar; Higher Education; High Schools; *High School Students; Korean; Language Patterns; *Language Proficiency; Language Research; *Second Language Learning; Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- *Reflexives

This study investigated how Korean adult learners of English at various levels of proficiency interpret English reflexives. The subjects consisted of 15 ninth-graders with 2.5 years of English instruction, 15 eleventh-graders with 4.5 years of knowledge or ability just before completion of task, laughter, reluctance to perform in front of others, reluctance to interact with the teacher or make eye contact, and reading and speaking aloud while working. The most consistent learning strategy observed or reported was use of imagery as a memory aid. Primary motivation for Hmong literacy study was maintenance and preservation of culture. Others were communication with relatives and friends and teaching Hmong to their children. Some effective teacher behaviors were also observed. Contains 8 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 445 FL 800 759

Stierer, Barry, Ed.; Maybin, Janet, Ed.
Language, Literacy and Learning in Educational Practice. A Reader.
PUB DATE- 94
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Standards; Bilingualism; Child Language; *Classroom Communication; Creativity; Discourse Analysis; Foreign Countries; Language Patterns; *Language Role; *Literacy Education; Literary Genres; *Reading Instruction; Second Language Instruction; *Second Languages; Sex Differences; Sex Fairness; Social Influences; Student Evaluation; *Writing Instruction

Articles presented include: "Introducing the New Literacy" (John Willinsky); "The Emergence of Literacy" (Nigel Hall); "Media Education: The Limits of a Discourse" (David Buckingham); "Extracts from 'Thought and Language' and 'Mind in Society'" (L. S. Vygotsky); "From Communicating to Talking" (Jerome Bruner); "What Does It Mean To Be Bilingual?" (Barbara M. Mayor); "Neo-Vygotskian Theory and Classroom Education" (Neil Mercer); "Sponsored Reading Failure" (Martin Turner); "'Simply Doing Their Job?' The Politics of Reading Standards and 'Real Books'" (Barry Stierer); "Talking in Class: Four Rationales for the Rise of Oracy in the UK" (Maggie MacLure); "Distinctive Features of Pupil-Pupil Classroom Talk and Their Relationship to Learning: How Discursive Exploration Might Be Encouraged" (Eunice Fisher); "What Do We Do About Gender" (Joan Swann); "Communication and Control" (Derek Edwards, Neil Mercer); "The Value of 'Time Off Task': Young Children's Spontaneous Talk and Deliberate Text" (Anne Haas Dyson); "Talk and Assessment" (Harry Torrance); "Social Processes in Education: A Reply to Sawyer and Watson (and Others)" (J. R. Martin, Frances Christie, Joan Rothery); "Genre Theory: What's It All About?" (Myra Barrs); "Authorizing Disadvantage: Authorship and Creativity in the Language Classroom" (Pam Gilbert); "What Do We Mean By Knowledge About Language?" (John Richmond); and "Development of Dialectal Processes in Composition" (Marlene Scardamalia, Carl Bereiter). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 446 FL 800 760

Graddol, David, Ed.; And Others
Researching Language and Literacy in Social Context.
PUB DATE- 94
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)

(length of service). Analysis indicates that retiree health plans tend to discourage job turnover and delay retirement up to the time a worker meets the eligibility requirements of the health plan. Retiree health plans encourage retirement after workers have achieved this eligibility. The strength of incentives depends on the extent and nature of the benefits of the plans. Further analysis using Current Population Survey data supported the same findings and also found that the eligibility for Medicare benefits affects the retirement decision. Conclusions argue that economic and policy studies of the retirement decision may have overestimated the effect of pensions by ignoring the influence of retiree health insurance. The close economic association between pension and retiree health plans suggest that both types of benefits influence the timing and rate of retirements. (Contains 27 references.) (JB)

ED 370 464 HE 027 236

Granger, Charles R.; Mares, Kenneth R.
The George Engelmann Mathematics & Science Institute. A Follow Up Study and Evaluation: 1992 Alumni.
PUB DATE- 93
NOTE- 12p.; For the 1993 Annual Report on the Scholar Research Program, see HE 027 237; for the 1993 Annual Report on the Science Scholar Program, see HE 027 238.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academically Gifted; Academic Aspiration; Career Choice; Enrichment Activities; Followup Studies; Higher Education; High Schools; *High School Students; Program Effectiveness; Program Evaluation; Scholarships; *Science Education; Student Attitudes; Student Financial Aid; *Summer Science Programs; Talent
IDENTIFIERS- George Engelmann Mathematics and Science Inst MO; Missouri (Saint Louis); *University of Missouri Saint Louis

A follow-up study and evaluation were done on the effect of an annual 4-week academically intensive program for 50 St. Louis (Missouri) area high school junior and senior students. The program consists of two summers, the first offering general scientific experience and education, and the second providing students with the chance to conduct research under the direction of a mentor scientist. The study sought information through questionnaires to 64 1992 high school graduates who had attended the program. All students responded to the survey either by mail or by telephone. Results included the following: (1) all respondents enrolled in strong academic programs on returning to high school with 45 percent of their time committed to science and mathematics classes; (2) students reported final grade point averages between 3.7 and 4.6 (honors classes often resulted in grade point averages higher than 4.0); (3) all respondents planned to attend institutions of higher education in the fall of 1993; (4) 36 respondents planned to attend Research Universities I in the Carnegie classification; (5) nearly all participants were awarded significant amounts of financial aid including scholarships from major universities; (6) all respondents indicated that the summer experience helped spark and maintain their interest in science or mathematics; and (7) 90 percent indicated they would be interested in the Institute helping them find summer work in science, mathematics, health care, or engineering. Appendixes contain student comments. (JB)

ED 370 465 HE 027 237

Washington University, Central Washington University, Western Washington University, Washington State University, and the University of Washington. It focused on minority student programming in seven areas: (1) institutional mission; (2) academic programs; (3) recruitment and admissions; (4) retention and student services; (5) local community role; (6) administration; and (7) physical facilities. Data were gathered through interviews of administrators, faculty, and staff; examinations of public documents and institutional literature; and observations. The study found that a heated debate over curricular change occurred on every campus, with some calling for the establishment of ethnic studies programs, while others advocated the strengthening of current programs to make them more inclusive. It discovered disagreements over the role of minority recruiters and the role of mentors and mentoring programs. The study also explored the apparent lack of communication and cooperation between recruitment and retention programs, and the controversial topic of whether Asian-Americans should participate in minority academic and financial aid programs. (Contains 66 references.) (MDM)

ED 370 483 HE 027 443

Blaxter, Loraine; Tight, Malcolm
The Career Paths of Part-Time Degree Students.
PUB DATE- Dec 93
NOTE- 10p.; Paper presented at the Society for Research into Higher Education Conference (Brighton, England, December 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Planning; *College Students; *Education Work Relationship; Foreign Countries; Higher Education; *Occupational Aspiration; *Part Time Students; Student Characteristics
IDENTIFIERS- England

A study was done of the career paths of part-time students in higher education in the West Midlands (England). The study involved questionnaire and interview surveys of students in two substantial part-time degree programs, one at Warwick University offering courses in historical studies, literary and cultural studies, and social studies; and the other at Coventry University offering business administration courses. A total of 192 Warwick students and 116 Coventry students completed a questionnaire. In addition, 18 students at each institution were interviewed in more detail. There were significant differences in characteristics of the two groups. Seventy-six percent of Warwick students were women and the average age was 44 while 54 percent of Coventry students were women and the average age was 32. Analysis looked at: prior educational paths, current career paths, and student reasons for educational participation. The results suggested the following conclusions: (1) that students are using part-time degree programs as part of many and varied career paths; and (2) that most career paths do not fit well with the government's declared aims for higher education: employment training and wealth creation. Many students appear to be studying for employment development though it was possible in only a minority of cases to identify a clear link between course work and actual or probable advancement at work. (JB)

ED 370 484 HE 027 444

courses, assigning an SI leader to a course to provide three to five out- of-class SI lessons per week. SI leaders are usually course-competent students or learning center staff who have been trained in proactive learning and study strategies. The paper reviews research on the effectiveness of the SI program, discusses the specific features and activities of the program, and program costs. It also reports on the results of six studies at UMKC and other institutions to gauge the effectiveness of SI programs. Results of these studies indicated that course grades, reenrollment rates, and graduation rates were positively impacted by the SI program across racial and ethnic lines, as well as previous levels of academic achievement. (Contains 33 references.) (MDM)

ED 370 503 HE 027 463

A Collection of Papers on Self-Study and Institutional Improvement 1994.
PUB DATE- 94
NOTE- 275p.; For 1993 version, see ED 356 712. Papers prepared for the Annual meeting of the North Central Association of Colleges and Schools (99th, Chicago, IL, March 27-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); College Administration; College Planning; Colleges; *Educational Improvement; Faculty Development; Higher Education; *Institutional Evaluation; Partnerships in Education; Program Effectiveness; *Self Evaluation (Groups); Technology; Universities
IDENTIFIERS- North Central Association of Colleges and Schools

This publication contains 54 papers on self-study and improvement in institutions of higher education, particularly those institutions associated with the North Central Association of Colleges and Schools. The papers are grouped under 10 topic headings. These chapters include: (1) four papers on seeking initial affiliation, candidacy, and accreditation with the commission; (2) nine papers on the role and the responsibilities of the self-study coordinator; (3) six papers on the special challenges and opportunities presented by self-study and evaluation; (4) fourteen papers on the assessment of student academic achievement; (5) six papers on general education and faculty development evaluation; (6) two papers on organization and management issues; (7) three papers on educational planning; (8) five papers on collaborative programs; (9) four papers on technology issues; and (10) one paper on the effectiveness of peer review. (MDM)

ED 370 504 HE 027 464

Huckenpohler, J. G.
Foreign Participation in U.S. Academic Science and Engineering: 1991. Surveys of Science Resources Series.
PUB DATE- Feb 93
NOTE- 136p.; For the 1987 survey, see ED 284 762.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); Educational Trends; *Engineering; *Enrollment; *Foreign Students; *Graduate Study; Higher Education; National Surveys; *Sciences; Statistics
IDENTIFIERS- *United States

This publication reports on a conference concerning postsecondary (post-compulsory) education in the United Kingdom in light of current dramatic changes in education and society with particular focus on vocational qualification structures. Individual sections provide summaries of the following topics considered at the conference: (1) the instability of the current post-compulsory system due to rapid growth in full and part-time students; (2) the nature of the education service and the characteristics of students; (3) the strengths of British higher education which include personal attention and high completion rates; (4) curriculum diversity, workforce needs for educated labor, and motives for pursuing further education; (5) delivery of education and effects of the move toward "lifelong learning" in the restructuring of delivery modes; (6) frameworks to guarantee quality and standards in light of changing needs and expanding demand; and (7) financing issues including the costs of educating an individual from childhood through higher education and alternative methods for funding higher education. Also included are a list of participants and information on the foundation which held the conference. (JB)

ED 370 522 HE 027 484

Ward, Steven A.
The Return to Catholicity: A Department Chair's Perspective.
PUB DATE- 21 Nov 93
NOTE- 13p.; Paper presented at the Annual Speech Communication Association Convention (Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; Administrator Role; *Catholic Schools; *Church Related Colleges; *Church Role; Communications; *Department Heads; Higher Education; *Institutional Mission
IDENTIFIERS- Catholic Bishops; *Catholic Church; *University of Portland OR

This paper describes the experience of a non-Catholic Chair of a Communications Department during the University of Portland's (UP) on-going "return to Catholicity." The papal statement "Ex Corde Ecclesiae" on Catholic institutions and a recently completed UP strategic planning process intended to focus the university to be mission-driven rather than market-driven have heightened the importance of Catholicity at the university. Among responses was an effort, ultimately defeated, to actively recruit Catholic faculty members. Catholics and non-Catholics on the faculty argued against the proposal on legal and academic freedom grounds. A review of the Communications Department's academic programs is described followed by an administration response to the resulting report. The administrator questioned why the report did not mention the department's contribution to UP's Catholic mission. This interchange raised the question of the long-term compatibility of the department to a Catholic institution's mission as defined by the Pope and bishops. Finally the paper describes the nuances and difficulties of interpretation for an institution-wide memo announcing that faculty's presence was expected at a closing baccalaureate mass. It is concluded that discussion about the nature and role of Catholic colleges will continue in Catholic educational institutions. (Contains 12 references.) (JB)

IDENTIFIERS- *Pacific Region; United States

This volume comprises the papers presented at the 1994 conference of the Pacific Telecommunications Council. This gathering, which focused on the theme, "Forging New Links: Focus on Developing Economies," brought together more than 1,100 participants from over 40 countries. The 146 papers are organized chronologically, according to date of presentation. Topics covered in the papers include accounting rates/tariffs, alliances, area networks, asynchronous transfer mode, broadband applications, broadcasting policy, broadcasting technology, cable television, cellular applications, competition/privatization, convergence, data communications, development applications/technologies, multinational/international development policies, national development policies, technology transfer, disaster communications, distance education, foreign investment, INTELSAT, Internet, multimedia, network management, network technologies, personal communications, policy issues, regulatory issues, rural and remote applications, satellite applications, competitive systems satellites, satellite technologies, security issues, socio-cultural issues, standards, submarine cables, telework/telecommuting, trade issues, training/human resources development, videoconferencing/teleconferencing, videotext, virtual networks, and wireless local loop. Subject, country, and author indexes are included. Many of the papers contain references.

ED 370 542 IR 054 232

United States Commission on Libraries and Information Science. Annual Report, 1984-1985. Progress through Partnerships.
PUB DATE- 85
NOTE- 56p.; For additional NCLIS annual reports, see as follows: 1984-1985 (IR 054 232); 1985-1986 (IR 054 233); 1986-1987 (ED 315 082); 1987-1988 (IR 054 234); 1988-1989 (ED 333 882); 1989-1990 (IR 054 235); 1990-1991 (IR 054 236).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Access to Information; Adult Literacy; Annual Reports; Conferences; Information Technology; Older Adults; *Productivity; Public Agencies; *Publications; Public Libraries; *Public Policy; Rural Areas
IDENTIFIERS- *National Commission Libraries Information Science; White House Conference Libraries Info Services

The major accomplishments of the National Commission on Libraries and Information Science (NCLIS) for fiscal year 1984-1985 are grouped according to the Commission's four principal program areas. Activities addressing Access to Information included disseminating a report on the role of fees in supporting public and academic libraries and compiling data about the library segment of the information economy. Activities included under Improving Library and Information Services To Meet Changing Needs involved services for the aging, illiterate adults and teenagers, and residents of rural areas. Activities reported for the NCLIS Information Technology and Productivity program included sponsoring an information center at the International Federation of Library Associations and Institutions (IFLA) conference in Chicago, preparing an article on information and productivity, and planning for a second international seminar on the topic. Activities under Policy Planning and Advice included commenting on the Office of Management and Budget's circular, "Management of Federal Information Resources,"

ED 370 563 IR 055 016

Silverstein, Ora
Multimedia and Hypermedia: An Invitation for Discussion.
PUB DATE- 93
NOTE- 7p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Educational Media; Educational Technology; *Hypermedia; *Multimedia Instruction; Museums; Natural Sciences; Science Instruction; *Visual Literacy
IDENTIFIERS- Multimedia Materials; *Multimedia Technology

This paper draws attention to the different applications of multimedia. There are various types of media technologies for communication and information. Museums use visuals which combine video, statues, and static pictures to produce a multimedia display. Multimedia applications are also present in education, more specifically in natural sciences. Computer multimedia is growing in both home and institutional environments. (Contains 7 references.) (JLB)

ED 370 564 IR 055 017

Dake, Dennis M.
Visual Thinking Skills for the Digital Age.
PUB DATE- 93
NOTE- 16p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Technological Advancement; *Thinking Skills; *Visual Arts; Visual Learning; *Visual Literacy
IDENTIFIERS- *Digital Imagery; Visual Thinking

The central premise of this paper is that there is a group of visual thinking skills which are becoming increasingly foundational and basic to the education of a contemporary citizenry. These skills are becoming more vital as the use of digital imagery increases. The skills are independent of the external technologies (i.e., hardware and software) that amplify their necessity; they are internal technologies of the human mind. (Contains 20 references.) (JLB)

ED 370 565 IR 055 018

Wiegmann, Beth A.
Exploring the Hyper-Environment for Elementary Children.
PUB DATE- 93
NOTE- 8p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

*Visual Arts; Visual Literacy; Womens Studies
IDENTIFIERS- *Discourse Conventions; Masculinity; *Social Construction; Visual Representation

The place of women in the existing and emergent discourses of the visual and spatial is explored. When gender and the visual-spatial emerge together, the visual and spatial are almost always associated with the masculine perspective. The social construction of women is tied to visual-spatial representations in diverse domains. Within the discourses and analyses of education, there are several important associations between gender and the visual-spatial, such as the attribution of low spatial ability to females, the panopticon organization of classrooms, the portrayal of girls and women in educational materials, and the influence of engineering on these materials. Three categories of content that emerge are: (1) the visual representation of women, (2) the visual-spatial abilities of women, and (3) the rights of women to use space. Schools are gendered spaces, and the imprint of Western, white, heterosexual, and male-oriented perspectives is encoded in the spatial organization of schools, in assumptions about women, and in instructional materials. Such organization and assumptions must be acknowledged if real equality in education is to be achieved. (Contains 21 references.) (SLD)

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ED 370 584 IR 055 037

Curtiss, Deborah
An Eclectic Approach to the Interpretation of Visual Statements.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; Definitions; Hermeneutics; *Modernism; Nonverbal Communication; Semiotics; *Symbolism; *Traditionalism; Values Education; Visual Arts; *Visual Literacy
IDENTIFIERS- Deconstruction; *Eclecticism; Modern Art; *Postmodernism; Structuralism; Visual Representation

A visually literate person's lexicon for interpreting visual statements, without regard to medium, could include an eclectic array of possibilities. Some definitions and demonstrations of the various approaches are presented. The premodern, or connoisseur's approach, is characterized by a central concern with the assessment of quality, and such assessment was predicated on a deep conviction of a hierarchical aesthetic. The connoisseur's approach encompasses the study of iconography with traditional symbolism and traditional social interpretations. A modern, or structural, analysis entails looking beyond subject matter to the underlying structure of a visual statement. Modern art has celebrated structure and pure form as an end in itself. Postmodernist thought rejects structure especially, along with most previous approaches to interpreting visual statements. As visual communication becomes more important, semiotics, hermeneutics, and deconstruction are increasingly advocated. Whatever the approach, the examination of the visual statement leads to better understanding and appreciation of a broader range of visual statements. (Contains 22 references.) (SLD) following tribal groups: Paiute, Patwin, Pomo/Kashaya Pomo, Shasta, Shoshone, Sinkyone, Tolowa, Wailaki, Wappo, Washo, Whilkut, Wintu/Wintun, Wiyot, Yahi/Yana, Yokuts, Yuki, and Yurok. Each tribal bibliography contains citations to materials that are tribal specific, along with citations to general materials that contain significant amounts of information on that tribe. (MES)

ED 370 605 IR 055 088

Brandt, Randal S.; Davis-Kimball, Jeannine
Bibliographies of Northern and Central California Indians. Volume 3--General Bibliography.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 251p.; For related documents, see ED 368 353-355 and IR 055 086-087.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian History; *American Indians; Annotated Bibliographies; Films; *Library Collections; Maps; Photographs; Public Libraries; *Resource Materials; State Libraries; State Programs
IDENTIFIERS- *California; Unpublished Materials

This document is the third of a three-volume set made up of bibliographic citations to published texts, unpublished manuscripts, photographs, sound recordings, motion pictures, and maps concerning Native American tribal groups that inhabit, or have traditionally inhabited, northern and central California. This volume comprises the general bibliography, which contains over 3,600 entries encompassing all materials in the tribal bibliographies which make up the first two volumes, materials not specific to any one tribal group, and supplemental materials concerning southern California native peoples. (MES)

ED 370 606 IR 055 089

Daval, Nicola, Comp.; Brennan, Patricia, Comp.
ARL Statistics, 1992-93. A Compilation of Statistics from the One Hundred and Nineteen Members of the Association of Research Libraries.
PUB DATE- 94
NOTE- 116p.; For the 1991-92 statistics, see ED 355 965.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Graphs; Higher Education; Interlibrary Loans; Library Associations; *Library Collections; *Library Expenditures; *Library Personnel; *Library Statistics; Library Surveys; Questionnaires; *Research Libraries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This report presents data for the 108 university libraries and 11 public or private, independent research libraries that were members of the Association of Research Libraries (ARL) during the 1992-93 fiscal year. Data are reported in alphabetical order on collections (volumes in library, gross and net volumes added, monographs purchased, current serials purchased and not

NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indian Reservations; Community Colleges; *Tribally Controlled Education; Two Year Colleges

An overview is provided of the tribal college movement, including information on the students, curricula, funding, and future of these institutions. The paper begins by examining the history of the establishment of tribal colleges, citing the influence of the civil rights movement of the 1960's, never-realized interest in establishing a single national university to serve all tribes, and the creation of tribal colleges by individual tribes, beginning with the establishment of Navajo Community College in 1968. Next, common traits of the early tribal colleges are explored, including tribal charter and control; a mission strongly committed to the enhancement, preservation, and teaching of tribal culture; and a commitment to strong transfer and vocational functions. The paper then looks at the curricula of individual colleges as a reflection of institutional mission and tribal needs, underscoring the importance of Indian and Tribal Studies programs and courses and programs related to such contemporary issues as tribal management and federal laws. A profile of tribal college students is presented next, indicating that most are from the reservation, older than traditional college students, and often the first in their families to attend college. Additional information on Native American participation in higher education is also provided. After addressing the federal government's responsibility for and failure to adequately fund the education of Indians on reservations, the paper points to other sources of funding. Next, the paper discusses the formation and role of the American Indian Higher Education Consortium, and identifies reasons for the success of tribal colleges. Finally, prospects for the survival of the tribal college movement are analyzed. Information on tribal college funding and enrollments is appended. (KP)

ED 370 624 JC 940 323

Kester, William; And Others
Afternoon College: A Self-Contained Afternoon Scheduling Approach at San Jose City College.
PUB DATE- 13 Apr 94
NOTE- 41p.; Transcript of a workshop held at the Annual Collaborative Conference of the California Community Colleges (3rd, San Jose, CA, April 13-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Core Curriculum; *Day Students; *General Education; Program Descriptions; *School Schedules; *Space Utilization; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Afternoon College; *San Jose City College CA

In fall 1992, San Jose City College (SJCC) in California developed Afternoon College to determine if afternoon hours could be scheduled effectively by offering a coherent block of transfer courses. Afternoon College was designed to offer the college's entire 39 units of general education in a 1- or 2-year rotation. Project goals included the more efficient will increase from 1,438 in that year to 2,018 in 2005-06. These projections were analyzed to determine the effect of this increase on PVCC's enrollment. Although the number of graduates within the service region has fallen during the past few years, the number enrolling at PVCC has risen 20% since 1984-85, indicating that the number of graduates is a poor predictor of enrollment. However, if PVCC can continue to enroll at least 20% of all service region graduates, the number attending the college should rise from the 307 in 1992-93 to somewhere between 404 and 464 in 2006-07. PVCC is expected to gain at least 100 to 150 students per year in the first decade of 2000. That number could well be even higher since many students enroll several years after graduation and as the pool of graduates grows, so does the student body. In addition, the increase in graduates will be statewide, resulting in more graduates outside the service region also enrolling at PVCC. Finally, enrollment growth will also result from the additional 70,000 Virginians who by the year 2004 will be seeking quality in-state undergraduate education. It is to be expected that many of these will not enter directly into a four-year college or university, but will start at a community college. (KP)

ED 370 642 JC 940 344

Fujita, Eleanor; Alston, C. Frank
The President's Task Force on Retention: Addressing Student Success.
PUB DATE- 22 Jun 94
NOTE- 10p.; Paper presented at the Summer Institute on Institutional Effectiveness and Student Success (6th, Atlantic City, NJ, June 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; Community Colleges; *Dropout Rate; *Planning Commissions; *School Holding Power; School Surveys; Student Attitudes; *Student Attrition; Teacher Attitudes; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Hudson County Community College NJ

Over the past decade, retention studies at Hudson County Community College (HCCC), in New Jersey, have consistently placed the college at or near the bottom of a group of 19 New Jersey community colleges in terms of retention. In an effort to determine why students were leaving and develop responses to student attrition, a presidential task force was established on student retention consisting of 22 people from every area of the college and co-chaired by a faculty member and a student affairs worker. To gather information, the task force conducted three retention surveys. First, retention-related materials were solicited from 82 top associate degree-producing community colleges nationally, with plans, policies, descriptions, handbooks, and other materials being received from 30 colleges. Then, a survey requesting "1-3 suggestions" for improving retention was sent to all 220 full-time faculty and staff. Responses were received from 44 people and included 164 ideas related to improvements in academic support (24%), college services (18%), and employee attitudes and staff development (13%). Finally, a questionnaire soliciting suggestions for improvement and reasons for leaving was distributed to students in 24 English courses, resulting in responses from 338 students or 10% of the student body. One-third of the student suggestions were related to facilities and parking, while

High Schools; Job Search Methods; Labor Force Development; Program Implementation; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Tech Prep

In an effort to ensure local business involvement, the Steering Committee of the Tech Prep Consortium at Pasco-Hernando Community College (PHCC) in Central Florida invited members of the local business community to a Tech Prep Kickoff luncheon to sell them on Tech Prep. A tremendous number of companies attended the meeting and, to focus the energy and ideas of the businesses, three subcommittees were formed. The Scholarship Subcommittee devoted their energies to identifying businesses to contribute to a fund for Tech Prep students. A letter and brochure were developed to solicit contributions from local businesses. The Educators in the Workplace Subcommittee developed a plan for educators to visit the workplaces of consortium businesses. Host businesses were identified, a schedule planned, and leaders were chosen to explain business operations. Educators from two school systems and PHCC spent 1 day a week for 5 weeks touring businesses. Participants then decided which company they would to spend a day shadowing. This event will be repeated three times a year. Finally, the Mentor Subcommittee arranged for high school students to visit work places for 2-week periods, allowing students to explore job options before devoting years to training. The relationship the Tech Prep Consortium has developed with local businesses enhances the educational experience and provides a win-win situation for both schools and students. Appendixes include a Consortium organizational chart, sample brochures, an invitational letter to businesses, and a sample agenda. (KP)

ED 370 660 JC 940 369

Falcone, Lisa, Ed.; Mundhenk, Robert, Ed.
The Tech Prep Associate Degree Challenge: A Report of the Tech Prep Roundtable. AACC Special Reports No. 6.
SPONS. AGENCY- Boeing Co., Seattle, Wash.
PUB DATE- 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); *Associate Degrees; Community Colleges; Educational Trends; *Education Work Relationship; High Schools; Labor Force Development; Program Implementation; Program Improvement; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *2 Plus 2 Tech Prep Associate Degrees

In fall 1993, a roundtable was held with leading Tech Prep practitioners to discuss the direction Tech Prep has taken since 1990 and emerging issues related to the implementation of Tech Prep Associate Degree (TPAD) programs. Stemming from the roundtable, this monograph describes Tech Prep, provides recommendations for implementation, and reproduces six papers presented at the meeting. The first three sections provide introductory materials and a list of roundtable participants. Part IV reviews the history of the TPAD from the early 1980's and offers 19 recommendations for implementing TPAD programs. Part V presents the following papers by roundtable participants: (1) "Tech Prep: So Much Promise, So Much Work," by Gerald C. Hayward, highlighting essential components of Tech Prep; (2) "Tech Prep Education: A U.S. Innovation Linking High Schools and Community Colleges," by Winifred I. Warnat,

State Legislation; Student Evaluation; Teaching Methods
IDENTIFIERS- Authentic Assessment; Developmentally Appropriate Programs; Kentucky; *Kentucky Education Reform Act 1990; Whole Child Approach

In June 1990, the state of Kentucky passed its innovative Education Reform Act, which totally restructured the finance, governance, and curriculum of its public schools. One of the major provisions of the act was the mandate for Kentucky's primary schools to change from the traditional placement of children of the same age in kindergarten, first, second, and third grades to the placement of youngsters in multi-age, multi-ability classrooms. The resulting primary program recognizes that children grow and develop as a "whole," not one dimension at a time or at the same rate in each dimension. The instructional practices of the primary program address social, emotional, physical, aesthetic, and cognitive needs. The program flows naturally from preschool programs and exhibits developmentally appropriate practices. The philosophy of the primary program stresses a classroom climate that is non-competitive and encourages children to learn from one another as well as from the teachers. The program nurtures the continuing growth of children's knowledge and understanding of themselves and their world in a safe, caring, stimulating environment where the child grows and learning flourishes. This book describes Kentucky's primary program, focusing on the seven critical attributes of the program. Those attributes are: (1) developmentally appropriate educational practices; (2) multi-age and multi-ability classrooms; (3) continuous progress; (4) authentic assessment; (5) qualitative reporting methods; (6) professional teamwork; and (7) positive parent involvement. References are included with each chapter. (TJQ)

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ED 370 679 PS 022 311

Glenn, Christopher M.
The Longitudinal Assessment Study (LAS): Cycle 3 (Seven Year) Follow-up.
PUB DATE- May 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Elementary Secondary Education; Followup Studies; Longitudinal Studies; *Montessori Method; Nontraditional Education; Parents; Parent Student Relationship; Peer Relationship; Private Schools; Sex Differences; Student Attitudes; Student Characteristics; Teachers
IDENTIFIERS- *Montessori Schools

The study attempts to provide valid research to answer parent concerns about whether Montessori education in the elementary grades prepares students for the real world. Begun in 1986, the study will last 18 years to follow participants through schooling and into adulthood. Subjects are assessed every 3 years. This follow-up is the third assessment. Participants were recruited from lower and upper elementary classes of the Franciscan Montessori Earth School. At this follow-up, participants and their parents and teachers completed a survey; students completed a personality measure and achievement tests. The study postulated two hypotheses: (1) the number of Montessori Education Years (MEY) would positively relate to those qualities emphasized in Montessori education, such as cooperation with peers; and (2) participants with any Montessori education would be at least as successful as the

*Grantsmanship; Nonprofit Organizations; Philanthropic Foundations; *Private Financial Support; *Public Support
IDENTIFIERS- *Family Resource and Support Programs; Family Support; *Resource Development

This monograph is designed for family support professionals who struggle with the challenges of finding the optimal mix of revenue sources with limited staff and resources. It contains nine articles that offer a variety of perspectives from people who work in the family support field either as program providers or as funders. The articles offer advice and suggestions for raising revenues and tapping into various funding sources, and offer descriptions of successful programs. The articles are: (1) "Development 101: A Few Basics" (Susan Oliver); (2) "Stone Soup: Fundraising in the Trenches" (Carolyn Micklem); (3) "Special Events Fundraising: A Common Sense Approach" (Gretchen S. Vapnar); (4) "Charging Fees for Services" (Christine Vogel); (5) "The Survival of Family Support Programs: A Funder's Perspective" (Margaret M. Petruska); (6) "Building Partnerships with Local Foundations" (Linda Lipton); (7) "The United Way of Chicago: An Invitation" (Roger Fox); (8) "Obtaining Public Funding for Programs to Strengthen Families" (Hedy Chang and Cecelia Leong); and (9) "A Halloween Fundraiser Benefits the New Orleans Parenting Center" (Peter Silvern). A resource directory identifies libraries with extensive not-for-profit development collections, suggests books and periodicals, and lists organizations that provide fundraising resources to the not-for-profit community. (TJQ)

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ED 370 698 PS 022 381

Spodek, Bernard, Ed.; Saracho, Olivia N., Ed.
Language and Literacy in Early Childhood Education. Yearbook in Early Childhood Education, Volume 4.
PUB DATE- 93
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Childrens Literature; Classroom Design; Early Childhood Education; High Risk Students; *Language Acquisition; *Language Skills; *Literacy; *Literacy Education; Parent Role; Student Evaluation; Teacher Education; Testing; Whole Language Approach; *Written Language
IDENTIFIERS- Biliteracy; *Emergent Literacy; Multicultural Materials

As classrooms have become more culturally and linguistically diversified, the theories and methods of teaching reading to young children have changed. Early childhood educators must explore new methods of instruction in order to involve and expand the language abilities of young children and must provide engaging activities that will create more competent readers and writers. This collection examines these and other literacy topics. Following the introduction, "Introduction--Language and Literacy in Early Childhood Education," by Olivia Saracho and Bernard Spodek, the articles are: (1) "Language Skills That Relate to Literacy Development" (Catherine Snow and Patton Tabors); (2) "From Prop to Mediator: The Changing Role of Written Language in Children's Symbolic Repertoires" (Anne Haas Dyson); (3) "Literacy Development: The Whole Language Approach" (Olivia Saracho); (4) "Assessing Young Children's Language and Literacy: Tests and Their Alternatives" (Celia Genishi); (5) "Biliteracy and the Language-Minority Child" (Kris Gutierrez); (6) "Reading Recovery: A Literacy Program for At-Risk Children" (Gay Su Pinnell); (7) "From the Margin to the paths. The "internal" component refers to comparing one's achievement in one academic area to another area to determine one's ability; in LISREL causal modeling, this internal comparison is presented as negative paths. The two paths should cause a student's math and verbal self-concepts to be uncorrelated, even though achievement in these areas is highly correlated. The I/E model has been demonstrated on Australian and Canadian children and adolescents. This study sought to determine whether the model was generalizable to an American sample and across different measures of academic self-confidence, and whether there were gender differences in the operation of the I/E model. For 152 seventh and eight graders in a Florida middle school, math and language arts grades were obtained to measure achievement, and self-description questionnaires were administered to measure self-confidence. Verbal and math self-concepts were uncorrelated, and the positive paths from math and verbal achievement to math and verbal self-concept were both significant. However, the negative path from math achievement to verbal self-confidence was not significant. No evidence of gender difference was found. (TM)

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ED 370 718 PS 022 479

Peet, Susan H.
Information Use among Parents of Preschool-Aged Children: Links to Parent and Child Gender, Domain of Development, and Child's Developmental Level.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Child Development; *Child Rearing; Cognitive Development; Developmental Stages; *Information Seeking; *Information Utilization; Motor Development; *Parents; *Preschool Children; Preschool Education; Sex Differences; Social Development

This study explored the way parents use information sources for information about their child's motor, social, and cognitive development. This study sought to identify: (1) variations in parental use of information based on the domain of the child's development for which the parent sought information; (2) the role of parent and child gender in patterns of parental information use; and (3) the extent to which parental information use varies with indicators of the child's development. Sixty parents of 3-year-olds were interviewed about the size of their information network, frequency of use of information sources, and usefulness of information sources. These items were related to the variables of parent and child gender, domain of child's development, and child's developmental level. Analysis showed that information use varied according to all four variables, most importantly for the domain of the child's development. Results also showed that: (1) parents had significantly larger information networks for information about their child's social development than cognitive and motor development; (2) fathers, more than mothers, used cognitive information sources, and found them to be more useful; (3) parents of girls who scored in the lowest third of the sample on a vocabulary test had significantly larger information networks than did parents of other girls;

that children bring to school; establishing equity as an ongoing institutional practice; and moving school administrators away from authoritarian leadership and toward developing leadership skills that are empowering, facilitative, and participatory. Most important, teachers and administrators must acknowledge and work with students who have little or no privilege in society, and who have not received unearned advantages as a condition of birth. To be successful in providing an equal education and addressing the "silent and invisible" students in schools, teachers and administrators must believe that all children can learn, understand that same is not equal, and acknowledge that there are problems with respecting diversity in schools. (LP)

ED 370 737 RC 019 632

Selected Research and Extension Projects of the Four Regional Rural Development Centers. 1993 Combined Report.
PUB DATE- Feb 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Community Development; *Economic Development; Elementary Secondary Education; Higher Education; Land Grant Universities; Program Descriptions; *Research and Development Centers; *Research Projects; *Rural Development; Rural Education; Rural Extension; Social Problems; Youth Programs

The four Regional Rural Development Centers are linked to the land-grant institutions and engage in activities and projects that seek to improve the social and economic well-being of rural people. This combined report of the four Centers begins with a highlighted project from each Center. The projects are presented in some detail to provide insight into the number and diversity of persons involved in the development of Center projects, linkages to other organizations and institutions, integration of research and extension functions, relevance to regional or national issues, and actual and potential impacts on the well-being of rural people. The body of the report organizes projects and activities around 5 major themes or goals: (1) improving economic competitiveness and diversification; (2) supporting management and strategic planning for economic investment; (3) creating capacity through leadership; (4) assisting family and community adjustment to stress and change; and (5) promoting constructive use of the environment. Within each of these themes or goals, the Centers' research and extension work is separated into collaborative projects and projects involving only one Center. Many projects involve children, families, rural education, adult education, and higher education. The index references collaborating agencies and states involved in the projects. (KS)

ED 370 738 RC 019 633

Fischer, David L.
Improving the Identification of American Indian High School LEP (Limited English Proficient) Students through the Creation and Use of a Site-Normed Direct Assessment of Writing.
PUB DATE- 93
NOTE- 108p.; Ed.D. Practicum, Nova University. Appendix D containing student writing samples may not reproduce clearly.
LANGUAGE- English

IDENTIFIERS- *Appalachia; Appalachian Literature; Appalachian People; Appalachian Studies

This bibliography compiles annotations of 178 books, journal articles, ERIC documents, and dissertations on Appalachian women and their social, cultural, and economic environment. Entries were published 1966-93 and are listed in the following categories: (1) authors and literary criticism; (2) bibliographies and resource guides; (3) economics, welfare, and poverty; (4) education; (5) employment, mining, industry, strikes, and tourism; (6) family, fertility, and health care; (7) gender issues and views; (8) image and identity; (9) interviews and biographies; and (10) miscellaneous. The education section includes descriptions of programs to prevent dropouts or expand women's access to higher education, histories of women educators, and studies of women's educational and career development needs. An author index is included. (SV)

ED 370 755 RC 019 668

Morrison, Donna Ruane; And Others
Children in Appalachia: Current Conditions and Recent Trends, 1990.
SPONS. AGENCY- Appalachian Regional Commission, Washington, D.C.
PUB DATE- Jul 93
NOTE- 297p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Census Figures; *Children; *Demography; *Dropout Rate; Elementary Secondary Education; Enrollment Rate; Family Structure; High School Graduates; Income; Older Adults; *Poverty; Preschool Education; *Racial Differences; Regional Characteristics; Tables (Data)
IDENTIFIERS- *Appalachia

The 1990 census shows about 5 million children living in the 13 states comprising Appalachia. Ninety percent of Appalachian children are white and nine percent are black, with the majority of black children living in the southern subregion. Children represent a quarter of the region's residents, but their numbers have declined by 11 percent since 1980, while the total number of children in the U.S. remained constant. Among families with children, two-parent households represent 82 percent of white families and 46 percent of black families. About one in five Appalachian children were classified as poor, only slightly higher than the U.S. average. But the risk of poverty was significantly greater for younger children, black children, and those living in fatherless families. The school dropout rate among children aged 16-19 was 12 percent, similar to the U.S. average, but ranged from 8 to 18 percent by state. Data tables and bar graphs provide statistics by subregion and state on the following topics: (1) size of the child population and distribution by age and race; (2) family structure, household composition, and percentage of births to teen mothers by race; (3) income and child poverty by race, age of child, age of householder, and family type, as well as poverty among the elderly by race; and (4) dropout rates, high school completion, and school and preschool enrollments and enrollment rates. (SV)

ED 370 756 RC 019 669

1993 in Review. October 1, 1992, to September 30, 1993.

whether it is an indoor or an outdoor activity. Activity topics include the water cycle, distribution of the Earth's water, weather records, writing about rain, measuring rain, water content in soil, soil erosion, soil salinity, soil permeability, aquifers and wells, flood control, wetlands, and urban flooding. (MDH)

ED 370 774 SE 054 331

Accongio, Joseph L.; Doran, Rodney L.
Classroom Assessment: Key to Reform in Secondary Science Education.
PUB DATE- 93
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Science Education; Science Process Skills; *Scientific Literacy; Secondary Education; *Student Evaluation
IDENTIFIERS- *Authentic Assessment; *Science Achievement

Science educators and other are faced with determining what changes must be made in education to insure scientific literacy for all students. One area that has been identified as playing a crucial role in science achievement outcome is assessment. This monograph focuses on improving assessment techniques used by teachers as they devise tests to measure and evaluate the outcomes of science instruction in their classrooms. The following chapters are included to provide insight on the role of assessment in science education reform: (1) "Assessing Science Achievement in the Middle Schools"; (2) "A Framework for Teaching and Assessing Science: The Nature of Science and the Nature of the Learner"; (3) "Assessing Levels of Cognition in the Content Areas of Science"; (4) "Assessing Process Skills: Scientific Thinking, Inquiry and Problem Solving"; and (5) "Authentic Assessment in Science: Performing Like a Scientist." The latter half of the document is composed of appendices, that contain illustrative items in the cognitive domain, scientific problem solving, and authentic assessment tasks proficiency profiles for science process skills. (ZWH)

ED 370 775 SE 054 345

Wang, Kuo-Hua
Middle School Students' Decision-Making on Solid Waste Management in Taiwan.
PUB DATE- Mar 94
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Processes; *Computer Assisted Instruction; *Computer Simulation; *Decision Making; Environmental Education; Foreign Countries; Information Seeking; Junior High Schools; Middle Schools; Recycling; *Solid Wastes; Student Attitudes; Student Behavior; *Waste Disposal
IDENTIFIERS- HyperCard; *Middle School Students; *Taiwan

The purpose of the study was to determine the effectiveness of a the pool of entrants to higher education. Part III presents a picture of science education in secondary schools in a selected number of countries in SSA based on answers to a specially designed questionnaire. Part IV formulates a strategy for science and education in SSA and the possible role of the World Bank in this strategy. (Author/PR)

ED 370 799 SE 054 525

Marsh, E. Jean; Kumar, David D.
Hypermedia: A Conceptual Framework for Science Education and Review of Recent Findings. Monograph Series Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Uses in Education; Educational Research; Elementary Secondary Education; *Hypermedia; Learning Theories; Science Curriculum; *Science Education

This monograph provides a conceptual and theoretical framework for the use of hypermedia presentations in the classroom, particularly in the science classroom. Traditional methods of presenting information are linear in nature but research has shown that learning rarely proceeds in a linear fashion. The omni-directional nature of hypermedia presentations has fit quite nicely into the models of learning of some of the most recent cognitive theories. They have been particularly well suited to several important needs for science education. These topics are discussed in relation to some ongoing research projects. (Author/PR)

ED 370 800 SE 054 528

McGinnis, J. Randy
Pre-Teacher Case Study Analysis of Teaching Life and Earth Science in Multicultural Middle School Classes.
PUB DATE- 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (El Paso, TX, January 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; Junior High Schools; *Methods Courses; *Middle Schools; *Multicultural Education; *Preservice Teacher Education; *Science Instruction; Science Teachers

Intending teachers in two science education methods classes (Fall Quarter, n=27; Spring Quarter, n=21) read and discussed a qualitative study describing science teaching and learning in a culturally diverse middle school. The two primary participants in the qualitative study were a white female veteran life science teacher and a white male first-year earth science teacher. The study consisted of two case studies which detailed the two teachers' decision-making and their multicultural students' reactions in two science classes located in one American public middle school situated in the Deep South. Data were analyzed for emerging categories. One central insight emerging from the data is the assertion that intending

Sierra Leone met as educational planners to seek alternative methods of planning under the changing conditions of education, employment, and human resource development in their countries. The articles presented during the training course include: (1) "Education and Employment in Africa: An Overview of Selected Countries" (B. Sanyal); (2) "Diagnosis of Employment Structures" (G. Gottelmann-Duret); (3) "Education and the Informal Sector" (B. Camara); (4) "Training Issues in the Informal Sector with Special Reference to Cameroon" (J. N. Ngu); (5) "Exploration of the Informal Sector in Buea, Cameroon" (T. Elad, M. Mbang, and G. Gottelmann-Duret); (6) "Estimation of Manpower Demand and Supply" (B. Sanyal); (7) "Need for Pupil/Student Flow Regulation" (G. Gottelmann-Duret); (8) "Tracer Studies to Relate Education with Employment for Development of Human Resources" (B. Sanyal); (9) "Science, Technology, and Large Scale Enterprise Development" (J. W. Forje); (10) "Small-scale Enterprises: Development and the Role of Education and Training" (A. N. Nchari); and (11) "Vocationalization of Secondary Education: The Case of Cameroon" (J. N. Ngu). The five appendices provide a synthesis of country reports, a welcome address by Dr. D. Njeuma, an opening speech by Professor M. F. Minyono-Nkodo, the program of events during the training course, and a list of the participants. (CK)

ED 370 821 SO 022 882

Loyacono, Laura L.
Reinventing the Wheel: A Design for Student Achievement in the 21st Century.
PUB DATE- Nov 92
NOTE- 99p.; Photographs and highlighted sections may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Art Education; Curriculum Development; Educational Change; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; *Legislators; National Surveys; Role of Education; State Officials

This sourcebook contends that arts education is essential to a good education, and that legislators and others interested in educational reform will find that arts education can help to solve broader problems in education and help students succeed. Organized into five chapters, the first chapter discusses a recent movement that has worked for an inclusive place within the curriculum for the arts and the development of a more comprehensive arts curricula. Some of the rationales for the importance of arts education include improved overall student achievement, training the workforce, and help for nontraditional students. The second chapter focuses on obstacles to state education reforms, including budgetary constraints, and how the arts and arts education are affected. The third chapter addresses how states and school systems currently approach such issues as the preparation of teachers, the curriculum, and assessment. Chapter four presents case studies of arts education in four states--Minnesota, New Jersey, Oklahoma, and South Carolina. The fifth chapter examines the major participants in arts education, some of the challenges they confront, and the role legislators can play in strengthening collaboration among the participants. An appendix lists arts education contacts throughout the country. Contains model, with students engaging in genuine conversation and interaction, along with a more traditional, form-focused approach, that allows students to step out of the communication process and examine the formal properties of the language they are learning. Language teacher educators hoping to impart this methodology on student teachers must realize that it requires teachers to have strong: (1) procedural knowledge; (2) classroom management skills; (3) intervention skills; (4) pedagogical skills; and (5) linguistic proficiency. Following this is a discussion of the teacher training techniques used to implement this methodology at the Canada-China Language Centre. (MDM)

ED 370 361 FL 022 038

Khoo, Maureen; And Others
In Tandem: Preparing Singapore Teachers for a Changing Primary English Classroom: The Singapore Experience.
PUB DATE- 91
NOTE- 22p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); *Curriculum Development; *Educational Change; *Elementary School Curriculum; *English (Second Language); Foreign Countries; Postsecondary Education; Preservice Teacher Education; Primary Education; Program Descriptions; Student Teachers; *Student Teaching; Teacher Education; *Teacher Education Curriculum; Teacher Educators
IDENTIFIERS- *Singapore

This article examines the changing nature of the 2-year Diploma in Education program for English-as-a-Second-Language (ESL) teachers at Nanyang Technological University in Singapore. It describes the evolution of language teacher training from the 1970s through the 1990s and the factors influencing the changing nature of the teacher education curriculum. It focuses on the new, communicative-orientated syllabus and textbooks adopted in 1990 for use in primary school English instruction, and the effect of this new curriculum on the Diploma of Education program. Over the last several years teacher educators have had the difficult task of preparing English teachers for teaching with structural materials during their student teaching while preparing them to teach with new yet unseen communicative materials when they graduated. (MDM)

ED 370 362 FL 022 039

Brindley, Geoff
Becoming a Researcher: Teacher-Conducted Research and Professional Growth.
PUB DATE- 91
NOTE- 18p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Educational Research; Foreign Countries; Language Research; *Language Teachers; *Professional Development; Research Methodology; *Research Problems; Statistical Analysis; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Teacher Researchers

retention also decreased. The project was most effective in development and translation of curriculum materials into Spanish, Vietnamese, and Chinese, especially in the areas of science and aviation mechanics at one school. The primary recommendations for program improvement is investigation of reasons for small ESL gains. (MSE)

ED 370 381 FL 022 134

Kitao, S. Kathleen
Preparation for and Results of a Short-Term Overseas Study Program in the United States.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; *Cultural Awareness; *English (Second Language); Foreign Countries; *Language Proficiency; Program Effectiveness; Questionnaires; Second Language Instruction; *Student Attitudes; *Study Abroad; Two Year Colleges
IDENTIFIERS- Doshisha Womens College of Liberal Arts (Japan); *Japanese People; Mary Baldwin College VA

A summer 1992 program in which Doshisha Women's Junior College (Japan) students studied at Mary Baldwin College (Virginia) for three weeks is discussed. Program aspects described include program development, student motivation for joining, student preparation for the study-abroad experience, effects of the experience on their English language proficiency and image of the Unites States, and student feelings about the program. Student preparation included 12 orientation sessions. The stay in the United States included English language and American culture classes, field trips, and a 4-day homestay. Student attitudes, as measured in surveys during the first week of the program and after returning, suggest that students found learning about English language functions in context most useful, felt their English proficiency had improved significantly, felt Americans were kinder and more friendly than anticipated, and that the United States was less dangerous than feared. Suggestions are made for future research. The two student questionnaires are appended. (MSE)

ED 370 382 FL 022 138

Martin, Gillian S.
Needs Analysis in Cross-Cultural Sales Negotiation: Bridging the Gap between Subjective and Objective Needs.
PUB DATE- 93
NOTE- 17p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Business Communication; Cross Cultural Studies; Cultural Differences; English; Foreign Countries; *German; Interviews; Language Role; *Languages for Special Purposes; *Language Usage; Models; *Needs Assessment; Persuasive Discourse; *Salesmanship; Second Language Instruction; *Second Languages; Simulation; Student Attitudes

*Native Language Instruction; Parent Participation; Program Evaluation; *Russian; Science Instruction; Second Language Instruction; Social Studies; Staff Development
IDENTIFIERS- New York City Board of Education; *Project BRACES NY

Bilingual Russian Academic and Career Educational Services (Project BRACES) is a federally-funded program serving 141 native Russian-speaking, limited-English-proficient (LEP) students in one Brooklyn (New York) high school in 1992-93, its first year of operation. Students were recent immigrants of the former Soviet Union who were generally working on grade level in the subject areas, but were in danger of dropping out because of limited English skills and differences in educational systems. Students received instruction in English as a second language (ESL), native language arts (NLA), mathematics, science, social studies, career awareness, employment skills, English survival skills, and computer use. Staff development, parent involvement and educational activities, curriculum development, and provision of academic, cultural, and social support services were also important program components. The program met its objectives for NLA, content area courses, computer skills, vocational courses, English survival skills, career awareness/employment skills, dropout prevention, attendance, and curriculum development. It did not quite meet its ESL objective. Recommendations for program improvement include making the ESL objective more realistic and expanding parent involvement services. (Author/MSE)

ED 370 402 FL 022 164

Seiman, Florence
Special Competition Bilingual Enrichment Academic Russian Program. Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Business Education; Career Awareness; *English (Second Language); High Schools; Inservice Teacher Education; Language Attitudes; Limited English Speaking; Mathematics Instruction; *Native Language Instruction; Parent Participation; Private Schools; Program Evaluation; Public Schools; *Russian; Scheduling; School Business Relationship; School Community Relationship; Science Instruction; Second Language Instruction; Social Studies; Staff Development; Standardized Tests; State Standards
IDENTIFIERS- New York City Board of Education

Special Competition Bilingual Enrichment Academic Russian Program is a federally-funded program that served 623 native Russian-speaking, limited-English-proficient (LEP) students in nine public and two private high schools in New York City in 1992-93, its first year of operation. Students received instruction in English as a second language (ESL), native language arts (NLA), mathematics, science, social studies, and business skills. Staff development and parental involvement and educational activities were also important program components. The program met all objectives in ESL, NLA, student performance on state competency and achievement tests, mathematics, science, social studies, business, career awareness, attitudes toward the Russian language, attendance, and parental involvement. Recommendations for program improvement include:

instruction, 15 first-year college students with 6.5 years of instruction, and 15 graduate students who had studied in the United States for 3 or more years. Two control groups of American and Korean college students were also tested. The subjects completed a written test in which they were asked to identify the antecedent of the reflexive verb in 16 English sentences (the Korean control group took the test in Korean). The study found that as the subjects' proficiency increased, more subjects systematically bound reflexives only to local antecedents. The most advanced learners showed no performance difference from the American control group. (MDM)

ED 370 424 FL 022 202

Grant, Anthony P.
Karankawa Linguistic Materials.
PUB DATE- 94
NOTE- 57p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; *Dictionaries; Foreign Countries; Language Research; Language Usage; *Phonetic Analysis; Phonetic Transcription; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Karankawa

This paper presents, in a compact and usable form, the body of known material on the diverse dialectical forms of the Karankawa Indians of coastal Texas, who have been extinct since the last of their number perished in the 1850s. John Reed Swanton (1940) published 5 of the 6 main sources in a Karankawa-English vocabulary, but his works omitted the most extensive vocabulary, collected by Rafael Chowell in 1828-29. The material includes a phonetic key, an English-Karankawa vocabulary list of several hundred words and expressions, authentic Karankawa texts and sentences, notes on Karankawa personal names, and an analysis of Joseph H. Greenberg's use of Karankawa in his book "Language in the Americas" (1987). Contains 30 references. (MDM)

ED 370 425 FL 022 203

Haag, Marcia
Word-Level Nominalization in Choctaw.
PUB DATE- 94
NOTE- 30p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Affixes; American Indian Languages; *Choctaw; *Grammar; Language Research; Linguistic Theory; *Morphology (Languages); *Nouns; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Word Formation

This work discusses the limits of conversion, or zero-derivation, as a nominalization process in the Choctaw language. It demonstrates that Choctaw relies on zero derivation for many nominalizations, but that this is a process occurring in the lexicon and therefore not a word formation rule. It also asserts that there is one reliable lexeme-level nominalizing

DESCRIPTORS- Adults; Advocacy; Child Language; Childrens Literature; *Classroom Communication; Cultural Pluralism; Data Collection; Ethics; Ethnography; Indigenous Populations; Interpersonal Communication; *Language Research; *Literacy; Literacy Education; Literary Criticism; Networks; Racial Bias; Reading Strategies; Research Design; Researchers; *Research Methodology; Role Perception; Second Languages; Sex Differences; *Social Values; *Sociocultural Patterns; Student Evaluation; Teacher Student Relationship; Writing (Composition)
IDENTIFIERS- Turn Taking

A collection of readings addresses issues in empirical investigation of language and literacy in a social context, and provide models useful to researchers undertaking small-scale studies. They include: "Introducing Ethnography" (Martyn Hammersley); "The Relations between Researcher and Researched: Ethics, Advocacy and Empowerment" (D. Cameron, and others); "Observing and Recording Talk in Educational Settings" (Joan Swann); "Negotiation as a Critical Factor in Learning To Read in a Second Language" (Eve Gregory); "Through Whose Eyes? Exploring Racism through Literature with White Students" (Beverley Naidoo); "'I Treat Them All the Same': Teacher-Pupil Talk in Multi-Ethnic Classrooms" (A. P. Biggs, Viv Edwards); "Reading as a Social Process in a Middle School Classroom" (David Bloome); "Children's Voices: Talk, Knowledge and Identity" (Janet Maybin); "Gender Inequalities in Classroom Talk" (Joan Swann, David Graddol); "Unequal Voices: Gender and Assessment" (Julie Fisher); "No Gap, Lots of Overlap: Turn-Taking Patterns in the Talk of Women Friends" (Jennifer Coates); "Cultural Values in Samish and Australian Children's Literature: A Corpus Linguistic Approach" (Meeri Hellsten); and "Roles, Networks and Values in Everyday Writing" (David Barton, Sarah Padmore). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 447 FL 800 761

Maybin, Janet, Ed.
Language and Literacy in Social Practice.
PUB DATE- 94
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adult Literacy; *Cultural Context; Ethnography; Family Influence; Foreign Countries; *Language Planning; *Language Research; *Language Role; *Literacy; Literacy Education; *Politics of Education; Public Policy; Reading Skills; Sex Differences; Social Values; Speech Skills; Story Reading; Uncommonly Taught Languages; Writing Skills
IDENTIFIERS- England; India; New York (New York); Wales

Readings on language and literacy within their social context include: "The Problem of Meaning in Primitive Languages" (Bronislaw Malinowski); "Toward Ethnographies of Communication" (Dell Hymes); "Language as Social Semiotic" (M. A. K. Halliday); "Language and Ideology" (V. N. Volosinov); "Family Literacy: Conservation and Change in the Transmission of Literacy Styles and Values" (Denny Taylor); "What No Bedtime Story Means: Narrative Skills at Home and School" (Shirley Brice Heath); "Literacies Among the Panjabis in Southall (Britain)" (Mukul Saxena); "The Struggle for Voice: Narrative, Literacy and Consciousness in an East Harlem School" (Michele Sola, Adrian Bennett); "Cross-Cultural Perspectives on Literacy" (Brian V. Street); "The Legacies of Literacy" (Harvey Graff); "Orality and Literacy: From 'The Savage Mind' to 'Ways

The George Engelmann Mathematics & Science Institute. Scholar Research Program Annual Report 1993.
PUB DATE- 93
NOTE- 71p.; For the followup study and evaluation, 1992 alumni, see HE 027 236; for the 1993 Annual Report Science Scholar Program, see HE 027 238.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; College Faculty; College School Cooperation; Higher Education; High Schools; *High School Students; Mentors; Program Descriptions; Program Effectiveness; Program Evaluation; Resource Materials; School Community Relationship; *Science Education; Student Attitudes; *Summer Science Programs
IDENTIFIERS- *George Engelmann Mathematics and Science Inst MO; *University of Missouri Saint Louis

This publication is a comprehensive report on the George Engelmann Mathematics and Science Institute's Scholar Research Program (SRP) and its activities in 1993. The SRP provides high school students who have successfully completed an earlier Engelmann program the opportunity to experience and practice the active components of the scientific enterprise in a real, ongoing research program conducted under the mentorship of an established scientist or mathematician. The report first presents basic information such as the program's mission statement, names of members of an advisory council, and a general program description. The following section gives detailed description of the SRP program, its goals and objectives, its disciplinary focus, and activities held throughout the year. These events include orientation, research experiences, seminars, career conferences, and a young scholar confirmation ceremony. The report also describes details of a program evaluation and presents a summary of student and mentor responses. Among the evaluation findings were overwhelmingly positive student and mentor responses to direct research lab experiences. Appendixes contain copies of relevant schedules, program formats, lists of participants, syllabus, series speakers, activity announcements, lists of student research papers, confirmation ceremony program and certificate, and student and mentor evaluation questionnaires. (JB)

ED 370 466 HE 027 238

The George Engelmann Mathematics & Science Institute. 1993 Annual Report Science Scholar Program.
PUB DATE- 93
NOTE- 82p.; For the followup study and evaluation, 1992 alumni, see HE 027 236; for the 1993 Annual Report, Scholar Research Program, see HE 027 237.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; College Faculty; College School Cooperation; *Enrichment Activities; Higher Education; High School Students; Program Descriptions; Program Effectiveness; Program Evaluation; Resource Materials; School Community Relationship; *Science Education; Secondary Education; Student Attitudes; *Summer Science Programs

Post-Secondary Education in Manitoba: Doing Things Differently.
PUB DATE- Dec 93
NOTE- 144p.; Report of the University Education Review Commission, Manitoba.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *College Administration; *College Role; Community Colleges; Educational Attitudes; *Educational Change; Faculty Evaluation; Financial Policy; Foreign Countries; Governance; Governing Boards; Government Role; *Higher Education; Institutional Characteristics; *Institutional Evaluation; Public Policy; *State Universities
IDENTIFIERS- Brandon University MB; *Manitoba; University of Manitoba (Canada); University of Winnipeg (Canada)

This report examined the state of postsecondary education in Manitoba and offers recommendations for the improvement of university governance, scholarship, financial management, public accountability, accessibility, aboriginal peoples, and institutional linkage. It specifically examined the operation of the University of Manitoba, the University of Winnipeg, Brandon University, and the College universitaire de Saint-Boniface. Among the 41 major recommendations, the report called for: (1) prioritization of program funding at universities to make better use of limited financial resources; (2) reduction and streamlining of university committees; (3) giving equal consideration to teaching, service, and research in regard to faculty promotion; (4) universities to make more clear to the public their mission, goals, and activities; (5) expansion of the role of community colleges; and (6) creation of a Cabinet Committee on Post-Secondary Education. Six appendixes outline the statutory powers of the boards of governors of the institutions, provisions of the University of Manitoba collective bargaining agreement, undergraduate and graduate tuition fees, speakers at local hearings, and the terms of reference of the report. Contains 73 references. (MDM)

ED 370 485 HE 027 445

Sugano, Dean
University of Hawaii System Outreach Efforts on the Neighbor Islands. Report No. 9.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; *College Role; Colleges; Community Colleges; Distance Education; Educational Change; *Educational Needs; *Graduate Study; Higher Education; Needs Assessment; *Outreach Programs; Postsecondary Education; Program Evaluation; Questionnaires; *Undergraduate Study; Universities
IDENTIFIERS- Hawaii; *University of Hawaii

This report examines the efforts of the University of Hawaii system to adopt and implement outreach programs to residents of areas without four-year and graduate-level educational institutions. Data on current programs were gathered through a questionnaire sent to officials at the University of Hawaii's three university and seven community-college campuses, while data about residents' needs were obtained through informational meetings on Kauai, Hawaii, Maui, Molokai, and Lanai. The study

This report presents data on the enrollment of foreign students at colleges and universities in the United States, with special emphasis on the effects of this enrollment on American graduate science and engineering (S&E) programs. Information based on census data and survey results is presented in 30 charts with accompanying text. Results indicate that the number of foreign students enrolled in U.S. institutions of higher education is growing rapidly, approaching 450,000 students annually. The 107,000 non-U.S. citizens enrolled in graduate programs in the science, engineering, and health fields in 1991 represent 31 percent of all enrollments in those fields, up from 28 percent in 1983. Although nonresident aliens accounted for only 3 percent of all S&E bachelor's degrees awarded in the United States in 1991, they accounted for 32 percent of all S&E doctorates awarded. Nonresident aliens accounted for 51 percent of all engineering doctorates awarded in 1991. The bulk of the report consists of two appendixes, which present 27 detailed statistical tables on individual institutions, fields, and nations, along with technical notes on the sources. (MDM)

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ED 370 505 HE 027 465

Blanchette, Cornelia M.
Higher Education. Grants Effective at Increasing Minorities' Chances of Graduating. Testimony before the Subcommittee on Education, Arts, and Humanities, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- May 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Blacks; College Students; Dropout Rate; Federal Aid; *Grants; Hearings; *Higher Education; High Risk Students; Hispanic Americans; Influences; Longitudinal Studies; *Minority Groups; Student Attrition; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *High School and Beyond (NCES)

This testimony discusses the role that individual student grants play in reducing the dropout rate of minority college students, and presents the results of research on the effects of grants and loans on college attendance. Conclusions are based on the High School and Beyond longitudinal study, which followed representative 1980 high school graduates and their families through 1986. It is maintained that, on average, the provision of an additional $1,000 grant in a given semester would lower the probability of an African-American or Hispanic student dropping out of school in that semester by 7 and 8 percent, respectively. The same increase in loan aid, however, would not influence their likelihood of dropping out. These results are significant because federal student aid programs since 1980 have allocated more money to student loans than to grants, a reversal of previous policies prevalent during the 1960s and 1970s. Other factors, such as family income, parent educational attainment, student test scores, and good high school grades, were also reliable predictors of college attendance and persistence. (MDM)

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ED 370 506 HE 027 466

Mauch, James E.; Birch, Jack W.
Guide to the Successful Thesis and Dissertation. A Handbook for Students and Faculty. Third Edition, Revised and Expanded.

ED 370 523 HE 027 485

McKinnon, Norma Cole
Development of a Job Evaluation and Rating Manual for Non-Academic Employees at Atlantic Baptist College.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Related Colleges; Employer Employee Relationship; Foreign Countries; Higher Education; Job Analysis; *Job Performance; Occupational Information; *Personnel Evaluation; Policy Formation; Private Colleges; *School Policy; Small Colleges; Vocational Evaluation
IDENTIFIERS- *Atlantic Baptist College NB; *Nonacademic Personnel

This paper provides a copy of the non-academic employees job evaluation and rating manual and a brief discussion of the process used to develop this manual at Atlantic Baptist College (New Brunswick). Atlantic Baptist is a small, private, Christian, liberal arts university founded in 1949. Over 7 months a four-member ad hoc Staff Compensation Committee ascertained staff salary scales, coordinated the writing of uniform job descriptions, and analyzed job descriptions in order to make salary placement recommendations. The Committee did research at local libraries, reviewed manuals from similar universities, and worked with a consultant. Every part of the process was evaluated by the staff and the Administrative Committee for feedback and approval. The manual was ultimately approved by the Board of Governors and is being implemented and evaluated. The appended manual is in three sections: Section A describes the content and structure of a job description. Section B discusses the evaluation of a job description, job evaluation categories, and value charts. Section C contains salary/wage and raise guidelines, salary scale for support staff, salary scale for middle management, and salary scale for senior administration. (JB)

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ED 370 524 IR 016 632

Van Arsdale, William O., III; Leath, Janis Hollingsworth
A Conceptual Exploration of a Bibliographer's Workstation Network.
PUB DATE- 18 Apr 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Bibliographic Utilities; College Libraries; *Computer Networks; Computer Software; Databases; Higher Education; Library Acquisition; *Library Automation; *Library Collection Development; *Microcomputers; Telecommunications
IDENTIFIERS- Library Funding; University of Wyoming; *Workstations

Productivity of University of Wyoming (UW) subject bibliographers can be significantly increased by developing a network of microcomputer-based workstations with custom and off-the-shelf software; telecommunications to CARL (Colorado Alliance of Research Libraries), OCLC, and other databases; and a network server to provide special services and information. Goals of the workstation network include making access to online files holding meetings to discuss issues relating to contracting federal library operations, and creating a preliminary planning group for a second White House Conference on Library and Information Services. A brief report on personnel and administration concludes the report, and a copy of the law authorizing the NCLIS is appended. A list of NCLIS publications from 1972-1985 is also appended, along with information about current and former Commission members and a fiscal statement. (KRN)

ED 370 543 IR 054 233

United States Commission on Libraries and Information Science. Annual Report, 1985-1986. Fifteen Years of Service.
PUB DATE- 86
NOTE- 80p.; For additional NCLIS annual reports, see as follows: 1984-1985 (IR 054 232); 1985-1986 (IR 054 233); 1986-1987 (ED 315 082); 1987-1988 (IR 054 234); 1988-1989 (ED 333 882); 1989-1990 (IR 054 235); 1990-1991 (IR 054 236).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Annual Reports; Conferences; Elementary Secondary Education; Fees; Information Technology; *International Cooperation; Learning Resources Centers; Library Statistics; *Older Adults; Public Agencies; *Publications; Public Libraries; *Public Policy; School Libraries; User Needs (Information)
IDENTIFIERS- *National Commission Libraries Information Science; White House Conference Libraries Info Services

Activities of the National Commission on Libraries and Information Science (NCLIS) for fiscal year 1985-1986 are reported under four broad headings--Improving Library and Information Services To Meet Changing Needs; Access to Information; Information Technology and Productivity; and Policy, Planning, and Advice. Activities reported under the first heading include promoting improved library services for the elderly; distributing an evaluation of the NCLIS/Department of Defense technology transfer project; and analyzing major NCLIS user needs assessments. Under the heading of Access to Information, the report describes the development of a concept paper on the importance of information skills in the learning process and the follow-up to the NCLIS fee study. Under the heading of Information Technology and Productivity, the report covers the first in a series of international conferences on information and the economy. The report under Policy, Planning and Advice describes the provision of seminars and reports to Congress and Congressional staff members on censorship and information-related subjects; preliminary planning for the White House Conference on Libraries and Information Services; and advising the State Department in the distribution of grants to international library programs. A brief report on personnel and administration concludes the report, and the laws authorizing the NCLIS are appended. A 15-year review of NCLIS activities, which describes how the organization carried out its legislative mandate, agencies with which it worked, and audiences served, is included along with a list of NCLIS publications from 1972-1986. Information about current and former Commission members and a fiscal statement are also included. (KRN)

ED 370 544 IR 054 234

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; *Computer Assisted Instruction; Computer Software Development; Cooperative Learning; Courseware; Day Camp Programs; Educational Media; Educational Technology; Elementary Education; Elementary School Science; *Hypermedia; *Instructional Design; Instructional Innovation; *Multimedia Instruction; Teaching Methods
IDENTIFIERS- *Learning Environments; Multimedia Materials; *Multimedia Technology

Educators working with elementary school children need to consider the impact of unstructured and structured hypermedia on the learning occurring in computer-assisted instruction. This paper discusses a case study of a collaborative group of four boys during a summer science camp. Their interactions with two different examples of hypermedia are observed. One program was a structured hypermedia approach that provided a framework for exploring videodisc information while exploring a hands-on activity. The second program was an unstructured hypermedia environment. The children used the hypermedia in different ways: with the unstructured hyper-environment, the children were satisfied to rely on visuals to gain information; with the structured hyper-environment, the children worked through the activity using the steps followed in the program. Teachers wanting to use the hyper-environment as a way to explore hands-on investigations using the computer should look for structured hypermedia programs. (Contains 6 references.) (JLB)

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ED 370 566 IR 055 019

Ruberg, Laurie; And Others
The Impact of Digital Technologies on the Elementary School Classroom.
SPONS. AGENCY- Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Education.
PUB DATE- 93
NOTE- 8p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Educational Media; *Educational Technology; Elementary Education; Information Technology; Student Attitudes; Teacher Attitudes; Technological Advancement

This paper examines the impact of digital technologies on an elementary school classroom. The following topics are addressed: (1) how classrooms were physically adjusted to incorporate new digital technologies; (2) the context and content areas in which students used these technologies, based on observation, teacher interviews, and teacher responses to a final survey; (3) and teacher and student attitudes towards increasing use of digital technologies in the classroom. Teachers used computer-assisted instruction in nearly all subject areas for drill and practice, simulations, and word processing. The teachers felt that students responded positively to instructional activities on the computers. Students liked working on their own with the computers; they specifically liked using computers for games, information searches, programs that rewarded a good score on a drill by a

ED 370 585 IR 055 038

Messaris, Paul
Analog, Not Digital: Roots of Visual Literacy and Visual Intelligence.
PUB DATE- 93
NOTE- 11p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Communication (Thought Transfer); Editing; Film Production; Films; *Intelligence; *Symbolism; Television Viewing; Thinking Skills; Visual Learning; *Visual Literacy
IDENTIFIERS- *Analogical Imagery; *Digital Imagery

Communication theorists often make a distinction between two different ways in which a sign or a symbol can evoke meaning. In digital representation, the symbol's domain of reference is conceptually carved up into discrete units represented by purely arbitrary symbols. In analogical representation, the symbol retains a continuous correspondence with one or more dimensions of its referent. Recent scholarship has tended to emphasize the digital side, but this paper draws attention to aspects of analogical representation, arguing that the mental process through which viewers derive meaning from pictures is often based on implicit analogical thinking. Analogical thinking seems to play a major role in the evocation of meaning through abstract qualities and the control of the viewer's emotional engagement through point of view. The most obvious locus of analogical significance in film and television may be in editing. Analogical implications are central to a wide array of visual devices, and it is possible that in learning to make sense of visual communication, we also acquire an enhanced facility in analogical thinking. (Contains 38 references.) (SLD)

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ED 370 586 IR 055 039

McLellan, Hilary
Avatars, Affordances, and Interfaces: Virtual Reality Tools for Learning.
PUB DATE- 93
NOTE- 11p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Games; *Computer Simulation; *Design; Educational Media; *Educational Technology; Interaction; *Technological Advancement
IDENTIFIERS- Digital Imagery; *Virtual Reality

Virtual reality technology offers the promise of interaction with a computer-based environment that engages visual, auditory, and tactile perception. Three interrelated virtual reality design topics are particularly relevant to visual literacy. The first is the concept of avatars. Avatars are agents that appear in a

purchased, total microform units, government documents, computer files, archives and manuscripts, cartographic materials, graphic materials, audiovisual materials, and video and film); expenditures (monographs, current serials, other materials, miscellaneous materials, contract binding, salaries and wages, and other operating expenditures); interlibrary loans; and personnel (professional staff, support staff, and student assistants). Statistics on Ph.D.s awarded, faculty, and enrollment are also provided, as well as a summary of the rank order tables of university libraries and rank order tables for each of 18 categories from the main ARL data tables. A copy of the ARL statistics questionnaire is attached, and extensive notes provide additional data. The appendix includes a list of ARL member libraries and a selection of informative graphs based on ARL data. (MES)

ED 370 607 IR 055 090

Fretwell, Gordon, Comp.; And Others
ARL Annual Salary Survey, 1993.
PUB DATE- Mar 94
NOTE- 87p.; For the 1992 survey, see ED 359 955.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; *Librarians; Library Associations; Library Statistics; Library Surveys; Questionnaires; *Research Libraries; *Salaries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This report presents data from the 1992 Association of Research Libraries (ARL) annual salary survey. Forty-two tables report data on professional salaries and years of experience, including breakdowns for minority librarians; distribution of professional staff by salary and position and by sex and position; the type of institution; and size of professional staff. Tables are organized in five categories: ARL nonuniversity libraries, ARL university libraries, Canadian ARL university libraries, ARL university medical libraries, and ARL university law libraries. An overall summary of the distribution of university librarians and nonuniversity librarians by salary level is also provided, as well as copies of the questionnaires and instructions for the two groups of librarians (i.e., university and nonuniversity). (MES)

ED 370 608 IR 055 091

Donnan, Peter, Ed.
Occasional Papers in Open and Distance Learning, Number 15.
PUB DATE- Apr 94
NOTE- 35p.; For No. 14 in this series, see ED 365 309.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Case Studies; College Faculty; Computer Assisted Instruction; *Distance Education; Foreign Countries; Futures (of Society); Higher Education; Layout (Publications); Material Development; Microbiology; *Open Education; Professional Continuing Education; Science Curriculum; *Student Attitudes
IDENTIFIERS- Australia; Open University (Great Britain)

This issue consists of four papers which have an orientation utilization of facilities not being used adequately in the afternoon; accommodation of the scheduling needs of working students; and provision of alternative times for students to enroll in Biology, English, Geology, History, Humanities, Mathematics, Philosophy, Political Science, Psychology, and Speech courses. First-year activities included identifying and scheduling the courses and times, scheduling precollegiate skills courses in adjacent time slots, obtaining support from full-time faculty, publicizing the program, and developing a class cancellation policy. In fall 1992, 257 students enrolled in 7 general education (GE) courses and 1 precollegiate skills class; and 251 students enrolled in 5 GE courses and 2 precollegiate skills courses in spring 1993. The program received strong support from full-time faculty, lending credibility to the program. Productivity ratios were near the all-college average, and facilities utilization improved. Informal surveys indicated that block scheduling added a convenience and coherence that made afternoon classes appealing to many students, though most students chose the afternoon times because other sections were full. SJCC plans to continue the program as a valuable alternative scheduling pattern. A description of Afternoon College and answers to questions concerning faculty incentives, effects on specific groups of students, and other concerns raised by workshop attendees are included. (KP)

ED 370 625 JC 940 324

Alexander, William J.; And Others
Macintosh and Photo-CD Technologies Provide Orientations to Southwestern College Library.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Collaborative Conference of the California Community Colleges (3rd, San Jose, CA, April 13-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer System Design; *Computer Uses in Education; Interactive Video; Learner Controlled Instruction; *Library Services; *Library Skills; Two Year Colleges
IDENTIFIERS- Southwestern College CA

Due to a rapidly increasing demand for bibliographic instruction, Southwestern College in San Ysidro, California, devised an interactive English-Spanish multimedia library skills program using Macintosh and Kodak PhotoCD technologies. First, a PhotoCD containing 100 photos of library services was produced. Then, an interactive Macintosh program using Macromedia's Director software was developed. The "attract mode" entices passersby with a 360-degree view of the library's interior. The next screen offers eight choices: Restrooms; Help; San Ysidro (college center); Interactive Campus Map; Floor Plan; Index of Topics; 360-degree view; and Non-print Materials. Following screens provide up to four layers of information. Users can access information from photographic, graphic, or textual starting points. For Beta testing, paper response surveys were used and screen output was videotaped by connecting a VHS recorder to the Macintosh each morning and recording 8 hours of use. The videotapes illustrate how students are using the program and where they become hung up or abandon the program. As technology improves, bilingual sound and Quick Time movie or courses, services, instruction, academic support, and finances also received suggestions. (KP)

ED 370 643 JC 940 346

Martorana, S. V.
Upper-Division Collegiate Offerings on Community College Campuses and Implications for Restructuring American Postsecondary Education: A Report to the National Council of State Directors of Community and Junior Colleges.
SPONS. AGENCY- National Council of State Directors of Community-Junior Colleges.
PUB DATE- Mar 94
NOTE- 41p.; For a preliminary report, see ED 355 990.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Advanced Courses; Articulation (Education); Community Colleges; Curriculum Development; Educational Administration; *Educational Planning; *Educational Policy; Institutional Cooperation; *Intercollegiate Cooperation; National Surveys; Program Content; Research Design; *Statewide Planning; Two Year Colleges

To gather data on the place of community colleges in the overall structure of American postsecondary education, a study was conducted of state-level administrators of community colleges regarding the practice of baccalaureate degree-granting institutions offering programs of upper-division collegiate credit at community colleges. Administrators were queried as to the level of practice and the extent of interest raised by the issue as well as whether or not there was a stated policy bearing on the activity. Initial responses were received from 33 states, analysis of which indicated that in the majority (n=13) there was some practice but no policy. Following distribution of a preliminary report and requests for validation of findings or further information, responses were received from 16 states. Four states indicated that the preliminary report was accurate, while three disagreed with their placement in the practice/policy matrix. In addition, nine new states provided information on practices and policies related to the issue. An analysis of additional responses received as of May 1993 validated the three general findings of the preliminary report. First, the practice is fairly widespread, with 35 out of 41 states reporting four-year offerings on college campuses. Second, the practice has not yet attracted widespread policy attention, with 26 states indicating no policy. Finally, neither the level of practice nor the strength of related policies can be described as high except in a few states, such as Florida and states where community colleges are an integral part of the state university system. Contains 19 references. (KP)

ED 370 644 JC 940 347

Community-Technical Colleges of Connecticut Fall 1993 Enrollment.
PUB DATE- 94
NOTE- 23p.; For 1991-92 statistics, see ED 351 084.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; College Attendance; Community Colleges; *Enrollment; *Enrollment Trends; Full Time Equivalency; Full Time Students; *Institutional Characteristics; Minority Groups;

discussing Vocational-Technical Education enterprises, tech-prep models, and the influence of legislation; (3) "The Tech Prep Associate Degree Program Revisited," by Dale Parnell, addressing the cost effectiveness of TPAD programs; (4) "Tech Prep: A Practitioner's Perspective," by Diana Walter and Anita Turlington, outlining Tech Prep implementation in schools and outcomes assessment; (5) "Tech Prep: A Business Perspective," by Carver C. Gayton, describing the Boeing Company's involvement with TPAD programs; and (6) "The Future Role of Two-Year Colleges in Improving the School-to-Work Transition," by Richard Kazis, reviewing incentives and disincentives for community college commitment. (Contains 60 references.) (KP)

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ED 370 661 JC 940 370

Wallin, Desna L.; Ryan, John R.
Essentialism: Common Sense Quality Improvement.
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College Planning; Community Colleges; Educational Change; Educational Environment; *Educational Improvement; *Excellence in Education; Program Implementation; *Research Tools; *Total Quality Management; Two Year Colleges
IDENTIFIERS- *Essentialism

Essentialism is a trimmed down, action-oriented, user-friendly approach to Total Quality Management (TQM) in education. This book explores the concept of essentialism to describe strategies for implementing TQM in community colleges. Chapter 1 examines the history of the TQM movement and reviews experiences of community college practitioners involved in continuous quality initiatives. Chapter 2 discusses management theories and change, TQM's pioneers, and the importance of TQM in community colleges. Chapter 3 explains the two guiding principles of essentialism, constancy of purpose and consumer satisfaction, while chapter 4 reviews the theory's three basic elements: accept regulatory requirements; attend to current customer needs; and anticipate the needs of future customers. Chapter 5 describes four essential elements to create a receptive environment for implementing essentialism, including strategic planning that continuously renews the college mission, environmental planning, leadership, and support for empowered teams and individuals. Chapter 6 describes the use of such traditional TQM tools as flow charts, Pareto charts, and fishbone diagrams, while chapter 7 presents eight new tools, including stairsteps analysis of the number of steps in a given goal; wallpapering, or a physical display of all paperwork necessary in a process on a wall; and the repetitive "why." Chapter 8 examines implementation strategies including teambuilding, project selection, and common pitfalls, while the final chapter summarizes the principles and elements of essentialism and suggests that since few colleges have the human and financial resources necessary to implement a full-blown TQM plan, essentialism provides a viable alternative. (Contains 57 references.) (KP)

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ED 370 662 JC 940 373

Newmyer, Joe
Antelope Valley Community College District Education Center.

general population. Results found minimal support for the first hypothesis; the second hypothesis received considerable support. Participants were described as normal or healthy, and achievement tests results were above average for the general population. (TM)

ED 370 680 PS 022 325

Sanogo, Youssouf; Gilman, David
Class Size and Student Achievement: Tennessee's Star and Indiana's Prime Time Projects.
PUB DATE- Apr 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Size; Elementary School Students; Evaluation Problems; Longitudinal Studies; Primary Education; Program Evaluation; Research Design; *Research Methodology; *Small Classes; *Teacher Student Ratio
IDENTIFIERS- Hawthorne Effect; Indiana; John Henry Effect; *PRIME TIME Project IN; Project STAR; *Student Teacher Achievement Ratio Project TN; Tennessee

This study investigated the possible causes of the contradiction between the results of two projects. Indiana's Prime Time project compared the achievement of students in large (averaging 26 students) and small (averaging 19 students) classrooms in grades 1 through 3. Results indicated that 3 years in smaller classes had little effect on student achievement. Tennessee's Student Teacher Achievement Ratio (STAR) project was a longitudinal study of class-size effects on student achievement in kindergarten through grade 3. The study concluded that small classes (13-17 students) had an advantage over large classes (22-26 students) in reading and mathematics. The present study examined whether students in the small classes in the STAR program really learned more than students in the large classes, and offered four hypotheses: (1) there was a relationship between the methodologies of the two projects and the contradictions in their results; (2) a Hawthorne effect occurred in the STAR program, according to which students in experimental groups tried harder than students in control groups; (3) a John Henry effect occurred in the STAR program, according to which students in control groups did not try harder than students in experimental groups; and (4) the research methodology of the STAR project was no better than that of the Prime Time project. The present study collected information about both projects' methodologies, designs, and circumstances. The study concluded that evidence did not definitively confirm a Hawthorne or John Henry effect, and that the STAR methodology was not better than the Prime Time methodology. (TM)

ED 370 681 PS 022 327

Wakai, Kunio, Ed.
Research and Clinical Center for Child Development Annual Report, 1992-1993, No. 16.
PUB DATE- 30 Mar 94
NOTE- 153p.; For 1991-1992 Annual Report, see ED 363 392.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Acoustic Phonetics; Biology; *Child Development; Children; Developmental Disabilities; Exploratory Behavior; Eye

Center of Curricula: Multicultural Children's Literature" (Violet Harris); (8) "Designing the Early Childhood Classroom Environment To Facilitate Literacy Development" (Judith Schickedanz); (9) "The Role of Parents in Supporting Literacy Development of Young Children" (Elizabeth Sulzby and Patricia Edwards); (10) "Preparing Teachers to Support the Literacy Development of Young Children" (Lesley Morrow and Muriel Rand); and (11) "Language and Literacy Programs in Early Childhood Education: A Look to the Future" (Bernard Spodek and Olivia Saracho). Each chapter includes references. (TJQ)

ED 370 699 PS 022 385

Marcon, Rebecca A.
Early Learning and Early Identification Follow-Up Study: Transition from the Early to the Later Childhood Grades, 1990-93.
PUB DATE- Mar 94
NOTE- 139p.; For an earlier report, see ED 331 934.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Behavior Problems; Comparative Analysis; *Educational Quality; Elementary Education; *Elementary School Students; Followup Studies; *Grade Repetition; Kindergarten; Longitudinal Studies; Models; *Outcomes of Education; Parent Participation; *Preschool Education; Preschool Evaluation
IDENTIFIERS- Developmentally Appropriate Programs; District of Columbia; Project Head Start

As follow-up to an in-depth study of the District of Columbia's early learning programs and their impact, this study provided data on the transition of previously studied children from primary education to upper elementary grades. Academic progress of the original group of pre-kindergarten and Head Start children was studied during years 5 and 6 in school (third and fourth grades) and children's development was re-examined during year 7 (fifth grade). The effects of type of preschool model were also examined. A matched group of classmates who had not attended pre-kindergarten or Head Start were studied concurrently. Results indicated that: (1) most children in both groups were making generally average progress, although there was an unusually high rate of grade retention and a disturbingly high level of maladaptive behavior; (2) attending Pre-K or Head Start programs had a positive effect on later school performance, but this was more significant for those children who had not been previously retained in grade; (3) by year 6 (fourth grade), children from the original group whose pre-K programs were determined to be academically oriented were earning noticeably lower grades and passing fewer fourth-grade reading and mathematics objectives than those from more social pre-K programs or those who did not attend preschool, and by fifth grade were developmentally behind peers and displayed notably higher levels of maladaptive behaviors than their peers in either group. The study's recommendations include re-establishing kindergarten as a developmentally appropriate learning experience, re-examining current policy regarding retention in the primary grades, providing intervention for factors placing children at risk, and formalizing transition policies to assist children and their families as they enter school. (HTH)

ED 370 700 PS 022 387

and (4) parents of boys used information sources more than did parents of girls. (TM)

ED 370 719 PS 022 488

Hoge, Robert D.; Khan, Nishat Ali
Psychological Factors Associated with the Early Immersion Experience. Draft.
PUB DATE- Apr 94
NOTE- 26p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Cognitive Measurement; Comparative Analysis; *Elementary School Students; Emotional Adjustment; English; Foreign Countries; French; *Grade 1; *Immersion Programs; Language Proficiency; Official Languages; Primary Education; *Stress Variables; Student Adjustment
IDENTIFIERS- *Canada

In French immersion programs in Canadian public schools, kindergarten is taught all in French, and the proportion of French instruction gradually decreases thereafter until in seventh grade instruction is only 50 percent French. This study examined the psychological adjustment of a group of first-grade children who had been enrolled in an early French immersion program (EFI) since kindergarten. These students were compared with a group of first-grade children from regular English (RE) classes. Also studied was a group of students in grades 1 through 3 who were transferring into the RE program; these students were compared with those remaining in the EFI program. Students were measured by parent and teacher ratings to assess cognitive functioning, language development, school-related stress, behavioral adjustment, and academic competencies. The results showed very little evidence of differences between the EFI and RE students in average levels of stress, academic competencies, or behavioral adjustment. Only one academic variable favored the RE class. The transferring students displayed exceptionally high levels of school-related stress reactions and behavioral dysfunction. (TM)

ED 370 720 PS 022 535

Bernick, Rivian; Rutherford, Barry
Connecting School Family Community Resources. School & Family Partnership Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Ancillary School Services; Community Programs; *Family Programs; Middle Schools; Parent Participation; *Parent School Relationship; Program Descriptions; *Program Effectiveness; Program Implementation; Resource Centers
IDENTIFIERS- *Family Support; *Integrated Services; Program Characteristics; School Based Services

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Reservation American Indians; *Student Evaluation; Teacher Made Tests; *Test Construction; Testing Programs; Test Reliability; Test Validity; Writing Evaluation; *Writing Tests
IDENTIFIERS- Cultural Relevance

The language arts department of an Arizona high school serving American Indian students developed a locally normed writing assessment to comply with a state mandate for the identification of limited English proficient (LEP) students. The members of the language arts department decided on a direct assessment of writing in which the student would respond to a set of comprehension questions about a story with cultural relevance for the school's population. Two forms of the test were developed, each containing a literal question, an interpretation question, and an evaluative question. The reading prompts chosen were culturally relevant and easy to read. Holistic scoring procedures based on a six-point scale were developed through pilot testing with 47 English-as-a-Second-Language students. The majority of the school's students then took the test to develop local norms. Two trained scorers independently scored each sample, with a third scorer used when scores differed significantly. Steps were taken to reduce the chance of scorer drift, scorer bias, and scoring errors of leniency and central tendency. High interscorer reliability was achieved, with over 60 percent of scores differing by 0 to 1 point. Appendices contain both forms of the test, scoring sheets, anchor papers, directions for administration, and scoring rubrics. (KS)

ED 370 739 RC 019 634

Including Alaska Natives in a Program for Native Culture and Arts Development. Report To Accompany S. 1059 from the Committee on Indian Affairs. Senate, 103d Congress, 1st Session.
PUB DATE- 17 Nov 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alaska Natives; *Cultural Education; Federal Aid; *Federal Legislation; Grants; Hawaiians
IDENTIFIERS- Congress 103rd; *Cultural Maintenance; Cultural Preservation

This report recommends a legislative amendment authorizing grants to support arts and culture development programs for Alaska Natives in the same manner as such programs are currently supported for Native Hawaiians. Missionaries and school teachers who arrived in Alaska in the late 19th and early 20th centuries attempted to impress their languages, customs, and values upon Alaska Natives and encouraged the abandonment of Native arts and cultures. While U.S. policy compelled the abandonment of indigenous languages and cultures well into the 20th century, Congress has in recent years authorized special programs to enable American Indians and Native Hawaiians to recover and sustain their arts and cultures. Due to the large distance between Hawaii and the mainland United States, Congress has enacted legislation to preserve and protect Hawaiian culture separate from legislation covering American Indian culture. Similarly, support for arts and culture development of Alaska's Eskimos, Aleuts, and Indians should be

PUB DATE- 93
NOTE- 56p.; Photographs may not reproduce clearly. For 1992 report, see RC 019 445.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agency Role; *Economic Development; Fellowships; Foreign Countries; *Grants; Higher Education; *International Programs; Program Descriptions; Rural Development; Rural Education; *Technical Assistance; Training
IDENTIFIERS- Caribbean; Development Education; *Inter American Foundation; International Aid; *Latin America; Sustainable Development

This report summarizes 1993 activities of the Inter-American Foundation (IAF), an independent agency of the U.S. government. The IAF promotes equitable and participatory self-help development in the Caribbean and Latin America by awarding grants directly to local grassroots organizations and small enterprises, as well as to larger organizations that provide local groups with credit, technical assistance, training, and marketing services. In a special 1993 initiative, IAF staff developed a Grassroots Development Framework that identifies and describes desirable outcomes of sustainable grassroots development programs at family, network, and societal levels. Of $24.5 million in new IAF grants, 38 percent supported food production and agriculture projects; 25 percent funded education and training; 19 percent supported small enterprise development; and the remainder covered projects related to ecodevelopment, research and dissemination, legal aid, health, housing, and cultural expression. About 52 percent of funds were allocated to rural programs, and about 17 percent supported projects involving indigenous peoples. Convinced that grassroots development works best when nurtured by learning activities, IAF supported educational activities in such areas as organizational development, natural resource management, conservation, agricultural education, literacy education, business and financial management training, teacher education, instructional materials development, nutrition, health promotion, and vocational education. This report briefly describes approximately 330 grants awarded in 1993, provides lengthier descriptions of four model development programs, lists foreign graduate students awarded fellowships to study in the United States, lists IAF publications and videos, and summarizes financial information. Includes many photographs. (SV)

ED 370 757 RC 019 670

Azmitia, Margarita; And Others
Links between Home and School among Low-Income Mexican-American and European-American Families. Educational Practice Report: 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Anglo Americans; Elementary Secondary Education; *Family Life; *Family School Relationship; High Risk Students; Homework; Low Income; Mexican American Education; *Mexican Americans; *Parent Aspiration; Parent Influence; Parent Participation; *Parent Student Relationship

HyperCard simulation upon student's concepts, opinions, and option-rankings on solid waste management, and to investigate what cognitive activities of the students were involved in the decision-making processes. One hundred eighth-grade students in Taiwan participated in this investigation. The subjects were randomly assigned into the computer-assisted-learning, the simulation-printed-materials, and control groups. The subjects received pre- and post-tests of achievement, opinion, and option-ranking on solid waste management. Students' decision-making behaviors were traced by the computer program for understanding the students; decision-making processes. Interviews verified the consistency of students' decision-making behavior. There were no significant differences on the achievement test score, the opinion assessment score, and the option-ranking score among the three groups. However, the subjects in the computer-assisted-learning group changed significantly on their option-ranking behaviors after the treatment. It was found that the students' information-searching behaviors were very different from each other, though the strategy used most frequently by the students for searching information is the conjunctive strategy. Interviews suggested that students made decisions by using their personal intuitive conceptions and feelings about solid waste management. Contains 16 references. (MDH)

ED 370 776 SE 054 360

Gage, Susan
Forests & Trees.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Ecological Factors; *Ecology; Elementary Education; Environmental Education; Foreign Countries; *Forestry; *Land Use; Lumber Industry; *Social Studies; *Trees
IDENTIFIERS- Canada; *Deforestation; Nicaragua; Solomon Islands; Tropical Rain Forests

This newsletter discusses the disappearance of the world's forests and the resulting environmental problems of erosion and flooding; loss of genetic diversity; climatic changes such as less rainfall, and intensifying of the greenhouse effect; and displacement and destruction of indigenous cultures. The articles, lessons, and activities are organized in six sections that discuss: (1) the causes of deforestation and its relationship to the problems of erosion, the greenhouse effect and amounts of rainfall are discussed; (2) information about the biological and medical value of the tropical rain forest and why it is being destroyed; (3) two case studies on the destruction of the tropical rain forests in Nicaragua and the Solomon Islands; (4) the logging industry in British Columbia; (5) potential solutions to the problem; and (6) five activities in which students graph areas of tropical rainforest, discuss the fate of the rainforest, write about the effects of deforestation, consider sustainable development and draw conclusions from the case studies. Lists of audio-visual and teachers' case study analysis of science teaching in multicultural environments holds much promise in engaging intending science teachers in the process of better preparing them to teach in similar contexts. (Author/ZWH)

ED 370 801 SE 054 532

Neilson, Edward L., Jr.; Benson, Delwin E.
Wildlife Habitat Evaluation Handbook.
SPONS. AGENCY- Champion International Corp., Stamford, CT.; Extension Service (DOA), Washington, D.C.; Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
PUB DATE- Nov 91
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competition; Environmental Education; Evaluation Methods; *Habitats; National Programs; Nonschool Educational Programs; Program Descriptions; *Wildlife; *Wildlife Management
IDENTIFIERS- *Contests

The National 4-H Wildlife Invitational is a competitive event to teach youth about the fundamentals of wildlife management. Youth learn that management for wildlife means management of wildlife habitat and providing for the needs of wildlife. This handbook provides information about wildlife habitat management concepts in both urban and rural settings and prepares participants for judging events. The contents and activities in the handbook are arranged in six sections in the order used by wildlife managers when deciding how to manage areas for specific wildlife species. The introduction describes how to use the handbook, preparing for contests, and general contest rules and guidelines. The second section defines 11 basic concepts on which the contest is based. The third section separates the country into 14 regions having similar climate, vegetation, and wildlife for use in the contest. The fourth section discusses habitat requirements and practices useful for managing habitat for the birds, mammals, and other species listed in the Regions section. The fifth section lists alphabetically 43 practices used to manage habitat. A general description of each practice and its effect on habitat are provided. The sixth section describes the five activities in which each contestant is expected to participate. Additional information includes criteria for scoring the contest, and a glossary of 71 terms. Contains 55 references. (MDH)

ED 370 802 SE 054 533

Horn, Toby Mogollon; Frame, Kathy, Ed.
Working with DNA & Bacteria in Precollege Science Classrooms.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bacteria; Biochemistry; *DNA; High Schools; Laboratory Experiments; Laboratory Procedures; Laboratory Safety; Microbiology; Science Activities; *Science Experiments; *Science Instruction; *Secondary School Science

This document describes ways to work with DNA and host organisms in precollege classrooms. The guidelines are intended to assist

44 references. (DB)

ED 370 822 SO 022 992

Sunshine, Catherine A.; Menkart, Deborah
Teaching about Haiti.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Colonialism; *Cultural Background; *Cultural Education; Cultural Influences; Folk Culture; Foreign Countries; *Latin American Culture; Latin American History; Learning Activities; Nationalism; Religious Factors; Secondary Education; *Social History; Social Influences; Social Studies
IDENTIFIERS- Caribbean; *Caribbean History; *Haiti

Developed for secondary students to place political situations in context, this document uses essays, interviews, songs, literature, and prose to present the culture of Haiti and the history of colonialism, neo-colonialism, and struggles for independence. After a historical overview, a chronology provides key dates in Haitian history. Maps of Haiti and the Caribbean precede two folktales that blend African and European folklore to become part of the cultural heritage of the Haitian people. The tradition of work exchange by the rural Haitians originating from West African roots is explained and illustrated by a story. After describing voodoo and its development as a resistance force in Haiti, data on conditions in Haiti provide statistics on such topics as population trends, life expectancy, illiteracy rate, and infant mortality rate. Six stories illustrate Haitian daily life. Music plays an integral role in the social and religious activities, and four songs and discussion questions provide opportunities for student participation. Seven teaching ideas provide further information on activities. A list of 12 organizations and journals and 26 sources (including videos) for further information on Haiti concludes the guide. (CK)

ED 370 823 SO 023 036

Hodgkinson, Harold
Southern Crossroads: A Demographic Look at the Southeast. SERVE Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; *Change Strategies; Comparative Analysis; Crime; *Demography; *Educational Improvement; Educational Strategies; *Educational Trends; Health; Population Distribution; *Population Trends; *Regional Characteristics; Regional Planning; Statewide Planning
IDENTIFIERS- Alabama; Florida; Georgia; Mississippi; North Carolina; South Carolina; *United States (Southeast)

Demographic profiles of the six SouthEastern Regional Vision for Education (SERVE) states provide narrative and statistical

This preliminary study investigated the perceptions of the research process of teachers who had newly become researchers and, in particular, it sought to explore the relationship between teacher-conducted research and professional growth. Six experienced English as a Second Language (ESL) and English as a Foreign Language (EFL) teachers were interviewed. It found that all of the teachers were investigating research questions that were generated by their own classroom experience, either as a response to specific incidents or issues, or as a way to validate experiential knowledge or beliefs. Three of the respondents felt that the most difficult problem they faced in doing research was the need to narrowly and precisely focus their topics, while four mentioned the difficulties they had in interpreting their findings. All the respondents mentioned time constraints as a factor which significantly affected their ability to carry out their research plans. Difficulties with quantitative techniques, academic writing styles, and planning were also mentioned. (MDM)

ED 370 363 FL 022 040

Djiwandono, M. Soenardi
Program Accreditation through Institutional Self-Study and Peer Validation.
PUB DATE- 91
NOTE- 16p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); English (Second Language); English Departments; Foreign Countries; Government Role; Higher Education; Institutional Characteristics; *Institutional Evaluation; Peer Evaluation; Program Descriptions; Program Effectiveness; *Self Evaluation (Groups); *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Indonesia

This article reports on a study initiated by the government of Indonesia in 1987 to create foundations for a national accreditation process by establishing a set of standards for teacher education institutions. Five of Indonesia's 10 Institutes of Teacher Training and Education (ITTE) took part in this institutional self-study. A national committee of ITTE faculty members drafted manuals on ITTE teaching standards, their application, and the writing of institutional profiles. Self-study reports were compiled by faculty and staff at each of the five institutes, and these reports were validated by teams of outside educators. A summary of the profile of the English Department of ITTE Malang is included. Overall conclusions about the institutional self-study itself, as well as the organization, management, curriculum, faculty, students, facilities, and student teaching opportunities of the ITTEs, are reviewed. (MDM)

ED 370 364 FL 022 041

Gonzalez, Andrew
From English to Filipino: Training Teachers for the Great Shift in Social Studies in the Philippines.
PUB DATE- 91
NOTE- 16p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- Ireland

This paper discusses some of the methodological issues facing language trainers who are required to identify the second language needs of adult learners within a specific vocational context, namely business sales negotiations. It also proposes a research model that responds to the difficulties of matching learner perceptions of language and cultural needs with the realities of the negotiation situation. The model was developed by analyzing 30 interviews with Irish sales representatives with varying levels of knowledge of German who had conducted negotiations with German-speaking customers. The model consisted of a simulated sales presentation and negotiation session, followed by a debriefing of both sellers and buyers. The interviews and simulations demonstrated that all sellers had difficulty in listening to and understanding potential buyers. For this reason the majority of sellers found it difficult to implement an interactive strategy of listening to and questioning potential buyers about their needs. Sellers also found it difficult to read the sales situation in which they found themselves and the personality of the potential buyer, largely due to cultural differences in conversation and negotiation styles. In conclusion, the paper warns of relying too heavily on learner perceptions of second language needs and competence. (MDM)

ED 370 383 FL 022 139

Kelm, Orlando R.
Bridging the Gap: Bringing Business and Liberal Arts Together Via Computer Assisted Instruction.
PUB DATE- 93
NOTE- 26p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Business Communication; *Computer Assisted Instruction; Cooperative Programs; Course Descriptions; Higher Education; *Hypermedia; Language Proficiency; Liberal Arts; *Second Language Instruction; *Spanish
IDENTIFIERS- *HyperCard; University of Texas Austin; Venezuela

This paper discusses the increasing cooperation between university business schools and foreign language departments in establishing effective language programs for business students, focusing on the development of a computer-assisted language learning course in business Spanish at the University of Texas, Austin. The course utilizes HyperCard computer card files of information in Spanish and English on six Venezuelan companies, based on transcripts of interviews with employees of the companies. The student can retrieve information about individual companies, specific employees and their jobs, translations of passages into English, pronunciation, usage, and grammar. The course is designed for intermediate-level students with a basic knowledge of Spanish who would like to learn business vocabulary and usage. The benefits of such a course to the business school and the foreign language department are also discussed. Samples of HyperCard files are provided. (MDM) exploration of additional techniques to increase student subject area skills at selected sites, possibly by augmenting peer and paraprofessional tutoring and through computer instruction; development of ties with business and community organizations and enlist their support; and holding parent involvement activities at locations and times more convenient for parents. (Author/MSE)

ED 370 403 FL 022 165

Meyers, Mary
Teaching to Diversity: Teaching and Learning in the Multi-Ethnic Classroom.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Acculturation; *Classroom Communication; Classroom Techniques; Cooperative Learning; *Cultural Pluralism; Educational Strategies; Elementary Education; English (Second Language); Global Approach; *Immigrants; Instructional Materials; *Language Role; *Limited English Speaking; Linguistic Theory; *Multicultural Education; Oral Language; Second Language Instruction; Second Language Learning; Student Publications

This book introduces the latest theories about second-language acquisition and tested teaching approaches and practices for use in elementary schools. It is intended for all educators interested in adapting their skills to help recently-arrived immigrants, students born in Canada, and students for whom a lack of English skills may be delaying learning in regular classrooms. The early chapters provide background information on key aspects of second language acquisition. These include factors affecting the rate and amount of English language skills that non-native-speaking immigrants learn, the role of the first language in second language learning, the characteristics of specific language teaching methods, and the relationship between talking and learning. Later chapters discuss classroom techniques and procedures in programming for diversity, including active learning, integration of language and content learning, publishing student-created materials, and cooperative learning. One chapter addresses the special needs of newly-arrived immigrants and the strategies to meet these needs. The final chapter looks at how curricula can be developed to reflect a global, multicultural perspective. An extensive bibliography and blackline masters for teacher checklists and instructional materials are appended. (MSE)

ED 370 404 FL 022 175

Cantalupo, Denise
Exemplary Capacity Building Program of Transitional Bilingual Education, Community School District 3. Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Bilingual Education Programs; Classroom Communication; Elementary Education; *English (Second

affix, "naa-," since this prefix conforms to the theoretical constraints that both the base and the product of a word formation rule be predictable. (MDM)

ED 370 426 FL 022 204

Bonivillain, Nancy
Reflexives in Mohawk.
PUB DATE- 94
NOTE- 29p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Affixes; *American Indian Languages; Comparative Analysis; *Grammar; Language Research; *Language Usage; *Morphemes; Morphology (Languages); *Semantics; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Mohawk

This paper presents an analysis of the meanings and uses of two reflexive morphemes in the Mohawk language. Reflexive "atat" is shown to have both reflexive and reciprocal meanings. It is also realized in kinship terms and in the transitive pronominal prefix "yutat." Semi-reflexive "at" has some reflexive functions, and can mark middle voice and detransitivized states or processes. Additional uses of "at" are also examined. The paper concludes with a discussion of comparative data on reflexives in other Iroquoian languages. Contains 30 references. (MDM)

ED 370 427 FL 022 205

Proulx, Paul
Proto-Algic V: Doublets and Their Implications.
PUB DATE- 94
NOTE- 69p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; Dictionaries; Language Research; *Morphology (Languages); *Phonetic Analysis; Phonetic Transcription; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Proto Algic; Word Formation; *Word Structure

This paper examines the reconstruction of doublets in the Proto-Algic Indian language. These doublets suggest dialect mixing before the breakup of Proto-Algic society, with frequent elements commonly manifesting the prestige-dialect innovations. An extensive Proto-Algic vocabulary is included. Two appendixes explain new or significantly revised Proto-Algic reconstructions and the Ritwan hypothesis on the origin of the Algic Indians. Contains 73 references. (MDM)

ED 370 428 FL 022 206

Kyle, John
The Limit of Structure Preservation in Dakhota Lexical Phonology.
PUB DATE- 94
NOTE- 18p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English

With Words'" (James Paul Gee); "Educational Language Planning in England and Wales: Multicultural Rhetoric and Assimilationist Assumptions" (Michael Stubbs); "The Beginnings of English Literary Study in British India" (Gauri Viswanathan); "Gender, Language and the Politics of Literacy" (Kathleen Rockhill); and "The Adult Literacy Process as Cultural Action for Freedom" (Paulo Freire). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 448 FL 800 762

Corson, David
Language, Minority Education and Gender: Linking Social Justice and Power.
PUB DATE- 93
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *Democratic Values; *Educational Policy; Elementary Secondary Education; English (Second Language); Foreign Countries; *Language Role; Language Variation; *Minority Groups; *Politics of Education; Public Policy; *Sex Bias; Social Values; Sociocultural Patterns

Injustices in language policy and practice in education are examined, focusing on three groups that appear to be most affected by unfair language policies in education; women and girls; minority social groups; and minority cultural groups, distinguished from minority social groups in that the former usually possess or identify with a language that is not the majority language of the society and which reflects a very different culture. The first two chapters look at the interplay between language policy and power, and language policy and social justice, both individual and collective. Chapter 3 discusses language policy and minority culture, including issues of identity, cultural values and discourse norms within majority culture schooling, and the importance of school interactions, classroom environment, and teacher practices. Chapter 4 discusses bilingual education and related issues of policy, curriculum, assessment, and decision-making. The fifth chapter looks at language varieties and styles, both standard and non-standard, in minority social groups. In chapter 6, these aspects of gender are addressed: research on the discourse of men and women and of girls and boys, and the link between language and gender injustice in schools. The final chapter suggests how unwanted language policies in education can be replaced with desirable ones. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 449 FL 800 767

McRobbie, Andrea; Jupp, James
How Can We Tell You...How Will We Know? Women and Language Services.
PUB DATE- Oct 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Services; Counselor Client Relationship; *English (Second Language); *Females; Foreign Countries; Health Services; Immigrants; *Interpreters; *Language Role; Limited

IDENTIFIERS- George Engelmann Mathematics and Science Inst MO; Saint Louis University MO; Scientific Thinking; *University of Missouri Saint Louis; Washington University MO

This publication is a comprehensive report on the George Engelmann Mathematics and Science Institute's Science Scholar program (SSP) and its activities in 1993. The SSP provides high achieving high school students an introductory, 4-week summer curriculum designed to demonstrate the connecting thread running through all scientific thought. The 52 participating students were taught by faculty from University of Missouri-Saint Louis, Washington University, and Saint Louis University. The report first provides basic information such as mission statement, and members of an advisory board. The second section gives a detailed description of the program including application and selection procedure, class profile and description of the program. The report also includes extensive details of a program evaluation. Among the evaluation findings were a nearly 100 percent increase between Science Subject Mastery Measure pre- and post-test scores, and positive student responses to opportunities to consider new scientific concepts, and to see different career opportunities ahead of them. In addition, data on past participants indicates that 91 percent are pursuing degrees in math, science, or engineering. Appendixes contain copies of many program materials including brochures, forms, lists of participants, participant statistics, program schedules, newsletter sample, presenters, syllabus, series speakers, lists of student research papers, scholar confirmation program and certificate of award, and student and mentor evaluation questionnaires. (JB)

ED 370 467 HE 027 424

Blom, Nancy S.; Olsen, Tammey

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education. July 1, 1992-June 30, 1993.

PUB DATE- Mar 94

NOTE- 76p.; For the 1991-92 report, see ED 356 698.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Associate Degrees; Bachelors Degrees; Colleges; *Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Fees; Graduate Study; Higher Education; *Majors (Students); Masters Degrees; Private Colleges; Public Colleges; Tuition; Two Year Colleges; Undergraduate Study; Universities

IDENTIFIERS- Classification of Instructional Programs; *North Dakota

This report provides information on degree and certificate programs offered and student program completions for fiscal year 1992-93 in North Dakota's public and private postsecondary institutions. Institutional programs are coded in accordance with the Classification of Instructional Programs (CIP) Code system. Programs are organized by level of offering: 1- and 2-year bachelor's or graduate programs. Also included are data on program completions by institution per level of offering, and by field of study per level of offering in the academic years of 1983, 1992, and 1993. Additionally, data on each institution are presented, including the institution's address, chief administrator, and school type. Data on the highest level of program offerings at North Dakota colleges and universities are provided as is a list of institutional charges (tuition, fees, room and board) for the 1993-94 academic year. (JB) found that outreach policies varied considerably across the system, with some institutions having formal outreach programs, while others possessed no formal methods to ascertain their communities' needs. Specific course and program needs included: (1) social work, computer science, and travel industry management courses on Hawaii, along with master's degree programs in business, public administration, and biology; (2) social work courses on Maui, along with a bachelor's degree program in nursing and a master's degree program in social work; (3) bachelor's degree programs in education and nursing and a master's program in social work on Kauai; (4) bachelor's degree programs in nursing and education, along with master's degree programs in business administration and social work, on Molokai and Lani. Appendix A is the House Concurrent Resolution. Appendix B is the questionnaire distributed in response to the House Concurrent Resolution. (MDM)

ED 370 486 HE 027 446

Noble, Keith Allan
Changing Doctoral Degrees: An International Perspective.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; *Degree Requirements; *Doctoral Degrees; Doctoral Dissertations; *Doctoral Programs; *Educational Attitudes; *Educational Change; Educational History; Foreign Countries; Graduate Study; Higher Education; Program Evaluation; *Program Improvement; Trend Analysis
IDENTIFIERS- Australia; Canada; United Kingdom; United States

This book examines the origin and development of doctoral degrees and offers recommendations for the improvement of doctoral programs and degrees. It discusses the birth of universities and doctoral degrees in medieval Europe and reviews the spread of the degree to the United States, Britain, Canada, and Australia. Contemporary concerns about doctoral degrees are explored through a multi-stage survey of 67 scholars from the United States, Canada, Britain, and Australia which identified 19 problems that doctoral programs face. Possible solutions are then discussed, with the conclusion that most solutions face significant resistance due to the inertia of current programs. Non-traditional doctoral programs and the administration of doctoral programs in general are also examined. The work concludes by offering seven specific recommendations to improve doctoral programs. These include accepting fewer students into doctoral programs, payment of salaries to doctoral students, elimination of the required oral defense of the thesis, and protection of the reciprocity of all doctoral degree programs. Seven appendixes provide the names of the first male and female Ph.D. graduates with thesis titles in the United States, Britain, Canada, and Australia, doctoral degree components and requirements in those countries, titles of works discussing gender discrimination, the names of the scholars who participated in the survey, doctoral degree problems identified by the survey, definitions of terms associated with doctoral research, and a sample advisor-advisee contract. Contains 216 references. (MDM)

ED 370 487 HE 027 447

Johnson, David; And Others

PUB DATE- 93
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Doctoral Degrees; *Doctoral Dissertations; Dropout Characteristics; Faculty Advisers; *Graduate Study; *Guidelines; Higher Education; Masters Degrees; *Masters Theses; Research; Student Attitudes; Student Attrition; Student Development; Student Responsibility; Student Role; *Teacher Student Relationship; Writing for Publication

This book is designed to help students understand the details of the thesis or dissertation (T/D) process and to provide faculty with an instructional tool to use in seminars on research and with advisees. Ten chapters cover the following areas : (1) the meaning and purpose of the T/D and the characteristics of high-quality student research; (2) the role and responsibilities of the research advisor; (3) the development of an acceptable T/D proposal; (4) the preparation of the proposal; (5) the role of the T/D committee; (6) approval of the study plan; (7) the conduct of the T/D study and the reasons why many students drop out during the research stage; (8) writing the manuscript; (9) defense of the T/D; and (10) the completed T/D and future growth, including advice on publication and future research. Three appendixes list research-related computer technology, suggested proposal and project guidelines, and a course outline for a research seminar that incorporates the book. Contains approximately 210 references. (MDM)

ED 370 507 HE 027 467

Garland, Peter H.; Grace, Thomas W.
New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 4p.; For the full length report of which this is a digest, see HE 027 468.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Responsibility; College Students; Continuing Education; Counseling Services; *Educational Change; Higher Education; Institutional Role; Professional Education; Program Administration; Responsibility; School Holding Power; *Staff Role; Student Development; *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- ERIC Digests

The efforts of college student affairs professionals aimed at improving student life, integrating new student groups, and attracting and retaining students are becoming critical to institutions attempting to maintain enrollments of qualified students, ensure academic achievement, place graduates, and develop supportive alumni. Changes in student affairs contexts and clienteles involve uneven success with students from underrepresented groups, demographic shifts, expanding use of information technologies, increasing violence, the burden of debt, and new emphasis on accountability. An expanded role for student affairs is demanded, which would require creatively and more convenient, shifting from paper to electronic media, creating custom databases to allow better management of selection, automating procedural activities so that they do not require bibliographer intervention, and preparing for collection development in an increasingly cooperative environment. This paper proposes general hardware and software requirements for both the workstation and network server, as well as a lengthy, classified list of network capabilities. The effects of the workstation network on faculty members and the library acquisitions department are considered. Steps in considering the bibliographer's workstation and options for funding its implementation are presented. (Contains 8 references.) (Author/MES)

ED 370 525 IR 016 636

Hammond, Carol, Ed.
Literacy-Empowerment-Opportunity: Contributed Papers Presented at the ASLA-AEMA Annual Conference (Phoenix, Arizona, December 1-4, 1993).
PUB DATE- 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Evaluation Methods; Higher Education; Integrated Library Systems; Library Associations; *Library Automation; Library Catalogs; Library Collection Development; Library Instruction; Online Catalogs
IDENTIFIERS- Arizona

This proceedings contains the following papers presented at the 1993 conference of the Arizona State Library Association and Arizona Educational Media Association College and University Libraries Division: (1) "Building a Collection Development Team in an Academic Library" (Bee Gallegos and John Spencer); (2) "Danger, Death and Desire in the Stacks: Or the Application and Results of the WLN Assessment to the Collection at Central Arizona College" (Joddy McEuen and Bonny Bruce); (3) "Designing a Training Program for a Dynamic Online Library System" (Beth L. Brin, Louise Greenfield, and Jennalyn Tellman); (4) "A First Review of 'FirstSearch': Implementation and Evaluation at the University of Arizona Library" (Bonny Bruce and Michele Hanson); (5) "Hot Wiring the Classroom: Library Instruction in an Electronic Environment" (Ruth Dickstein); (6) "Outreach in Arizona: How Grateful Med Paved the Way for the Arizona Health Information Network" (Patricia A Auflick and Mary L. Riordan); and (7) "Through the Curriculum Looking Glass: A Different View of Electronic Resources" (Christopher McConnell). Most of the papers contain references. (MES)

ED 370 526 IR 016 638

ChanLin, Lih-Juan
A Theoretical Analysis of Learning with Graphics--Implications for Computer Graphics Design.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attention; *Cognitive Processes; *Computer Assisted Instruction; *Computer Graphics; Educational Technology; Foreign Countries; Literature Reviews; Motivation; Research

United States Commission on Libraries and Information Science. Annual Report, 1987-1988. Progress through Partnerships.
PUB DATE- 88
NOTE- 53p.; For additional NCLIS annual reports, see as follows: 1984-1985 (IR 054 232); 1985-1986 (IR 054 233); 1986-1987 (ED 315 082); 1987-1988 (IR 054 234); 1988-1989 (ED 333 882); 1989-1990 (IR 054 235); 1990-1991 (IR 054 236).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Conferences; Elementary Secondary Education; Federal Legislation; Information Technology; *International Cooperation; Learning Resources Centers; Library Instruction; *Library Statistics; Older Adults; *Productivity; Public Agencies; Public Libraries; *Public Policy; School Libraries
IDENTIFIERS- Information Literacy; *National Commission Libraries Information Science; White House Conference Libraries Info Services

Activities of the National Commission on Libraries and Information Science (NCLIS) for fiscal year 1987-1988 are reported under four braod categories--Literacy; Democracy; Productivity; and Policy, Planning, and Advice. The report under Literacy features three major projects: working with the National Center for Education Statistics to develop a system for collecting and publishing public library statistics; helping to launch the National Library Card Campaign; and receiving funding for a symposium on the role of school library media programs in developing information skills. Activities under democracy include leading the library and information community in promoting passage of the law authorizing a second White House Conference on Library and Information Science, and convening a forum on the role of the public library in providing information needed in the governance process. Activities in the area of Productivity include endorsing and publishing the Glenerin Declaration, a trilateral declaration that makes nine public policy recommendations on the role of information and the economy, and the publication of an article describing NCLIS work with the Administration on the Aging to promote library services to the aging. The report on Policy, Planning and Advice covers the NCLIS-sponsored conference on Latin American needs for translations of English language textbooks; assisting the State Department in making grants to international projects; participating in a U.S./U.S.S.R. seminar on preservation, standardization, and resource-sharing; and providing assistance to members of Congress and federal agencies on issues affecting libraries and information services. A brief report on personnel and administration concludes the publication. Appendices provide copies of the laws authorizing the NCLIS and the White House Conference; a copy of the Glenerin Declaration; information about current and former Commission members; and a fiscal statement. (KRN)

ED 370 545 IR 054 235

United States Commission on Libraries and Information Science. Annual Report, 1989-1990.
PUB DATE- 90
NOTE- 60p.; For additional NCLIS annual reports, see as follows: 1984-1985 (IR 054 232); 1985-1986 (IR 054 233); 1986-1987 (ED 315 082); 1987-1988 (IR 054 234); 1988-1989 (ED 333 882); 1989-1990 (IR 054 235); 1990-1991 (IR 054 236).
LANGUAGE- English

playing a game, and looking up definitions while reading. When asked how to improve instructional applications of technology in the classroom, teachers suggested more computers, more training, and more software. Based on this observation of the school, within a supportive and collaborative environment, it is concluded that teachers are interested in using digital technologies in their classrooms. (Contains 2 references.) (JLB)

ED 370 567 IR 055 020

Myers, Robert J.; And Others
A Middle School's Experience with Hypermedia and Problem-Based Learning.
PUB DATE- 93
NOTE- 13p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993; see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Databases; Educational Media; *Hypermedia; Junior High Schools; *Learning Strategies; Middle Schools; Models; Multimedia Instruction; *Problem Solving; Student Attitudes; Student Motivation
IDENTIFIERS- *Multimedia Materials

This study examined whether the inquiry-based problem solving model supports sustained exploration of a multimedia database. This model contains five steps: (1) analyze the discrepant event from which a problem question is generated; (2) generate questions; (3) gather data; (4) analyze information; and (5) evaluate self. A group of 24 seventh graders were given a discrepant event about the Spaniards and the Aztecs and used a hypermedia database with the domain of Mesoamerican civilization. The desire to know appeared to be ignited by the discrepant event. Most students were engaged, motivated, displayed curiosity, and had fun. However, there might have been other contributing factors to student responses. As a result, it is not possible to conclude that the discrepant event inquiry approach provided motivation for sustained learning activities; however, it did appear to be at least one factor that led to a meaningful learning experience. (Contains 24 references.) (JLB)

ED 370 568 IR 055 021

Fredette, Barbara
Issues in Identifying Visually Gifted Young Children.
PUB DATE- 93
NOTE- 12p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; Artists; Children; *Gifted; *Talent; Talent Development; *Talent Identification; Visual Learning; *Visual Literacy

This paper examines issues in identifying visually gifted children, including artistic talent and its relationship to virtual world representing the user. The second design topic is affordances. According to the theory of ecological psychology of J. J. Gibson, affordances are the distinctive features of a thing that help distinguish it from other things that it is not. As such, they provide strong clues to the operations of things. The third design topic is interfaces. Interfaces for both input and output link the user to the virtual world that exists only digitally. Examples are given of the use of each of these design topics in curent computer games and in the science fiction novel "Snow Crash" (N. Stephenson). These interrelated topics must be considered by designers who explore the potential of the new medium. (Contains 13 references.) (SLD)

ED 370 587 IR 055 040

Notar, Ellen Elms
Teaching a Semiotic Analysis of Television Commercials to Chinese College Students.
PUB DATE- 93
NOTE- 10p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Affective Behavior; Broadcast Industry; Consumer Protection; *Critical Viewing; Foreign Countries; Higher Education; Mass Media; Programming (Broadcast); *Semiotics; *Television Commercials; *Television Viewing; Undergraduate Students
IDENTIFIERS- *China

In the United States, people have become resistant to advertising because they live surrounded by messages. However, in China, the average viewer is relatively naive about the use of commercial messages. An attempt was made to teach Chinese college students semiotic analysis of television commercials. Observations of Chinese television were made to record the types of appeal, the use of symbols, products being marketed, and the timing of commercials and programs. Thirty-six undergraduate students kept logs of the programs and advertising they watched (approximately 900 advertisements). They were instructed to analyze the commercials in terms of H. A. Murray's list of appeals. Students initially were skeptical that commercials contained emotional appeals but learned to recognize and accept their presence. In some cases, presentations were actually counter to Chinese culture. Student response indicates the enthusiasm with which these students became aware of techniques and appeals being used to entice them. When this aspect of visual literacy can be related to Chinese traditions of storytelling, literature, and art, a new Chinese cultural media literacy will emerge. (Contains 5 references.) (SLD)

ED 370 588 IR 055 041

Ganguly, Indrani
The Motivational Effect of Televised Instruction on Teacher Directed Science Learning.
PUB DATE- 93
NOTE- 15p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17,

towards the student's perspective. The first paper, "CSU Distance Students' Attitudes toward Computer Use" (Helen Geissinger), presents the results of a survey which examined students' responses to the use of computers in their courses and their attitudes to the more frequent use of computers in the future. The second paper, "A Student's Perception of Distance Education: Implications for the Continuing Professional Education of Academics" (Basseer Jeeawody), presents a personal reflection on distance education based on the author's experience as a student at the Open University (United Kingdom) and as an academic at Charles Sturt University (Australia) with responsibilities in program planning and implementation. In the third paper, "Rationalisation--A Case Study. 'Is Bigger Better?'" (Terry Harden and Sue Davies), data are presented on the modularization and rationalization of first year microbiology, based on questionnaire data obtained from internal and distance students. The final paper, "Literature Review Related to Style Issues" (Jill Harris), reviews the literature which examines how specific layout features can be used to enhance learning in distance and open learning materials. (Contains 28 references overall.) (MES)

ED 370 609 IR 055 092

Field Initiated Studies Program: Abstracts of Funded Projects, 1993.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Federal Aid; *Federal Programs; *Field Studies; Higher Education; High Risk Students; Migrant Programs; Minority Groups; Nongraded Instructional Grouping; Parent Participation; Partnerships in Education; School Choice

Projects funded in 1993 as part of the Field-Initiated Studies program of the U.S. Department of Education are described, including information on research objective, project design, principal investigators, amount of award, and report availability. Program titles and locations of principal investigator are: "Promoting Equity in Teacher Education within a School-University Partnership," Northern Arizona University; "High-Achieving Classrooms for Minority Students," University of Colorado at Denver; "The Development, Implementation, and Effects of Nongraded Primary Schools," University of Louisville (Kentucky); "Alternatives to Tracking in High Schools," Johns Hopkins University (Maryland); "School Outcomes for High-Risk Children," University of Minnesota; "Migrant Farmworker Students," Livingston-Steuben-Wyoming BOCES (New York); "A Study of Parent Involvement in Montana Schools," Montana State University; "Empowering Local Educational Communities," Center on Values, Education, and the Law (New York); "An Investigation of the Influences of School, Family, and Personal Factors on Academic Achievement of Aspiring Minority Youth in a Scholarship Incentive Program," University of Toledo (Ohio); "A Study of Private and Public School Choice in San Antonio," University of North Texas; and "Improving the Success Rate of Adapting Technology for the Classroom," University of Massachusetts. (MES)

ED 370 610 JC 940 173

Cox, Diana Hester, Ed.; And Others

video disc inserts may be added. This project was funded with a $10,000 Fund for Instructional Improvement grant from the California Community Colleges Chancellor's Office. The paper includes copies of Southwestern College Library Orientation computer screens. (KP)

ED 370 626 JC 940 325

Valadez, James
Class, Culture, and Ideology in a Rural Community College: A Report to the Spencer Foundation.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; *Access to Education; Community Colleges; *Developmental Studies Programs; Diversity (Institutional); Equal Education; *Institutional Role; *Rural Schools; School Holding Power; *Socioeconomic Background; Socioeconomic Influences; Student Attitudes; Student Behavior; Student Characteristics; Two Year Colleges

Despite the open-door policies of community colleges, studies have shown that minorities and students of lower socioeconomic backgrounds graduate and transfer at lower rates than students from higher socioeconomic groups. To examine the interplay between institutional culture, ideology, and socio-historical forces shaping student perspectives and behaviors, interviews were conducted with students at a small, rural community college in the southeastern United States. The county in which the college is located had a population of approximately 76,000 (68% White and 31% African American) and which had a wide disparity in income. Although the attitudes of the faculty and staff were generally positive and caring and the quality of teaching was considered good by students, retention, graduation, and transfer data indicated that developmental students were particularly susceptible to academic failure. The interviews revealed that these students were often poorly prepared for college-level academic work and resented being forced to take courses that repeated their high school curriculum. Also, developmental courses were often overcrowded and offered few opportunities for teacher-student interaction. Other factors not related to the college were the lack of encouragement for lower socioeconomic students from families and the tendency of high school personnel to track them into non-academic vocational programs. To effectively serve all students, colleges must go beyond providing access and examine curricula, instructional approaches, and assessment practices in order to reduce differences among the diverse student body. (Contains 20 references.) (KP)

ED 370 627 JC 940 326

Tudor, Dan, Ed.
Compendium of Selected Data and Characteristics, 1992-93. University of Kentucky Community College System.
PUB DATE- May 94
NOTE- 115p.; For the 1991-92 report, see ED 358 884; for the 1990-91 report, see ED 348 085.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

Part Time Students; State Surveys; Statistical Data; *Student Characteristics; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Community Technical Colleges of Connecticut

Consisting primarily of tables and graphs, this document provides fall 1993 enrollment data for the 12 colleges in the Community-Technical Colleges (CTC) of Connecticut. Following a brief narrative, the following data is presented: combined fund full-time equivalent (FTE) enrollment, fall 1992 and fall 1993; combined fund enrollment, fall 1989 through fall 1993; general, extension, and combined fund enrollment for full- and part-time students, fall 1993; combined fund age, sex, and ethnic group distribution for full- and part-time students, fall 1993; program enrollments by sex, fall 1993; systemwide program enrollment percentages, fall 1993; and combined fund geographic distribution, fall 1993. Highlighted findings include the following: (1) systemwide, the CTC enrolled 45,542 students in fall 1993, down from a record high of 45,655 in 1992; (2) from fall 1992 to fall 1993, general fund enrollment increased by 1.1%, combined fund enrollment decreased by less than .25%, and the FTE count decreased by 1%; (3) minority enrollments increased in fall 1993 to 20% of the student body, with African American and Hispanics representing nearly 18%; (4) enrollment by gender remained constant at 61% women; (5) the average age within the system was 29 years with 25% of the students falling into the 20-24 year category and 40% in the 20 and above category; and (6) new students made up approximately 33% of the student body, a decrease of 1.5% from 1992. (KP)

ED 370 645 JC 940 348

General Guide to the Evaluation of Programs of Studies by the Commission d'evaluation de l'enseignement collegial.
PUB DATE- May 94
NOTE- 30p.; Adopted by the Commission d'evaluation de l'enseignement collegial, May 9, 1994; for a related documents, see ED 369 436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Educational Improvement; Educational Legislation; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Mission Statements; Program Evaluation; *Program Implementation; *Program Validation; *Self Evaluation (Groups); State Standards; Two Year Colleges
IDENTIFIERS- *Commission d Evaluation de l enseignement Coll PQ

Designed to inform administrative and teaching staff at Quebec's colleges of the Commission d'evaluation de l'enseignement collegial's (CEEC's) procedure for evaluating programs of study, this report provides information on the CEEC's approach and the colleges' role, and expands on previous guidelines issued by the CEEC. Following a brief introduction, chapter 1 summarizes the CEEC's approach and outlines the following steps in the program evaluation process: an advisory body is formed to identify issues, prepare unique evaluation guides for individual programs, and develop evaluation tools; the college conducts a self-evaluation of the program in question; the CEEC analyzes the self-evaluation report and visits the college; and the CEEC rules on the program and provides recommendations. Chapter 2 offers suggestions on organizing college self-evaluations and details the following criteria for programs: (1) program relevance; (2) program coherence; (3) the value of

PUB DATE- 14 Jul 94
NOTE- 51p.; Prepared as Agenda Item Number 6 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; *Construction Needs; *Educational Facilities Planning; *Enrollment Projections; Long Range Planning; Master Plans; Program Development; *School Expansion; *Site Analysis; *Site Selection; Two Year Colleges
IDENTIFIERS- Antelope Valley Community College District

An analysis is provided of a proposal to the Board of Governors of the California Community Colleges by the Antelope Valley Community College District (AVCCD) to develop an education center in Palmdale to accommodate rapid growth. First, pros and cons are discussed for the following major options: (1) increase utilization and/or expand the existing Antelope Valley Campus; (2) utilize local high school facilities and/or vacant commercial facilities; (3) share facilities with other postsecondary institutions; (4) use nontraditional modes of instructional delivery; and (5) establish an educational center in southeast Palmdale area. Based on these arguments, the report indicates that the Board approved the proposal to develop the Palmdale Education Center. Next, a description of the Center is provided, indicating that it will be located on 100 acres on the southeast edge of Palmdale as part of a proposed development to include a commercial center, golf course, and residential units. This section also indicates that initial Center enrollment is estimated at 2,942 in 1998 and describes the effects of the Center on local schools and the community. Appendixes include a map of AVCCD boundaries; land use and campus plans for the site; a street map of the region; enrollment forecasts for the AVCCD; and letters of support from local educational institutions, elected officials and business leaders. (KP)

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ED 370 663          JC 940 374

Faculty Salaries in California's Community Colleges, 1993-94: A Report to the Legislature and the Governor in Response to Supplemental Report Language for the 1979 Budget Act.
PUB DATE- 14 Jul 94
NOTE- 27p.; Prepared as Agenda Item 13, Attachment C at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; Full Time Faculty; Part Time Faculty; *Salary Wage Differentials; State Surveys; *Teacher Salaries; Two Year Colleges; *Wages
IDENTIFIERS- *California Community Colleges

In response to legislative directive, this report presents salary information for part- and full-time faculty in the California Community Colleges for the 1993-94 fiscal year. Part 1 presents an executive summary, indicating that the estimated average salary for full-time faculty in 1993-94 is $50,546, a 1.2% increase from 1992-1993; that the disparity between California's ten highest-paying and ten lowest-paying districts for 1992-93 stood at 26.0%; and that the previous disparity

Hand Coordination; Foreign Countries; Handedness; Mental Retardation; Motor Development; Muscular Strength; Parent Child Relationship; Scientific Literacy; Sentence Structure
IDENTIFIERS- Maternal Speech; Reaching Behavior; Walking

A variety of topics on human development is covered in this annual report. The 11 articles are: (1) "Young Children's Personifying and Vitalistic Biology" (Kayoko Inagaki and Giyoo Hatano); (2) "Acoustic Analysis of Natural Maternal Speech to Preschool Language Impaired and Normal Children" (Debora L. Scheffel and Murray Alpert); (3) "Comprehension, Imitation, and Production of Simple Sentences in Mentally Retarded Individuals" (Toshiharu Matsumoto and Takashi Furutsuka); (4) "Early Intervention for Children with Developmental Disorders with Emphasis on Their Relationship with the Caregivers" (Takashi Furutsuka and Yuki Tanaka); (5) "On the Developmental Origin of Human Handedness" (Brian Hopkins); (6) "Dynamics of Self-Organization in Human Locomotion" (Richard E. A. van Emmerik and Richard C. Wagenaar); (7) "A Natural Physical Perspective on the Development of Infant Eye-hand Coordination: A Search for the Laws of Control" (Geert J. P. Savelsbergh and John van der Kamp); (8) "Development of Coordination of Spontaneous Leg Movements" (Julliette Vaal and others); (9) "The Role of Strength in the Development of Reaching" (Lia Out and Geert J. P. Savelsbergh); (10) "Are There Phase Transitions in the Development of Eye-hand Coordination?" (Raymond H. Wimmers and others); and (11) "Exploring Exploration in the Development of Action" (John van der Kamp and Geert J. P. Savelsbergh). References are included with each article. (TJQ)

ED 370 682 PS 022 344

Zhang, Xiaoping; Sigel, Irving E.
Two Kindergarten Programs and Children's Perceptions of School: A Cross-Cultural Study.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; Cultural Background; *Cultural Differences; Cultural Traits; Developmental Programs; Foreign Countries; Grade 1; Kindergarten; Nontraditional Education; Primary Education; *School Attitudes; *School Readiness; *Student Attitudes; Traditional Schools
IDENTIFIERS- *China (Sichuan Province); Developmentally Appropriate Programs; United States

This cross-cultural study evaluated the effects of nontraditional versus traditional educational approaches in kindergarten on children's preparation for first grade and their readiness to learn. Fifty children in a developmental kindergarten in Pennsylvania, and 50 children in a traditional academic kindergarten in Sichuan province, People's Republic of China, were studied. Through interviews with children, parents, and school officials, and through classroom observation, information about schools, parental involvement, and children's viewpoints about school and learning were obtained. Observations and interviews revealed that the two programs' activities and philosophies differed considerably and that the children, parents, and teachers expressed different attitudes about learning. The U.S. program had shorter hours, used a

Social Skills Development Activity Manual.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 93
NOTE- 44p.; A product of the Educational Quality Indicators Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; *Class Activities; Classroom Techniques; Diagnostic Teaching; Elementary Education; *Elementary School Students; Foreign Countries; *Interpersonal Competence; *Prosocial Behavior; Social Behavior; Social Development; Student Evaluation; *Teacher Role; Teaching Methods
IDENTIFIERS- Alberta

This manual is designed to assist Alberta (Canada) teachers in identifying social behavior difficulties in their students and promoting prosocial behavior through the use of various classroom activities. A social skills diagnostic screen is provided to aid teachers in assessing personal and interpersonal development, social reasoning skills, and classroom behaviors that are appropriate for children. Role playing activities that emphasize these skills are suggested, as well as ways to handle negative behaviors. Also discussed are nine categories of group activities for use in the classroom: (1) getting to know others; (2) rules and respect; (3) responsibility; (4) listening skills; (5) making and keeping friends; (6) decision-making; (7) helping children say no to dangerous or illegal activities; (8) problem-solving; and (9) compromising. Contains 40 references. (MDM)

ED 370 701 PS 022 391

Cramer, Lina
Parent Time Curriculum Guide: A Learning Activities Guide for the PACE Family Literacy Program.
PUB DATE- 93
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Curriculum Guides; Decision Making; Group Activities; Information Utilization; Interpersonal Communication; Leaders; Leaders Guides; *Learning Activities; Lesson Plans; *Parent Education; *Parenting Skills; Parent Workshops; Problem Solving; Social Support Groups; *Teaching Methods; Units of Study
IDENTIFIERS- Facilitators; *Family Literacy; *Parent and Child Education Program KY

This curriculum guide presents learning activities for use by facilitators in Parent Time sessions in the Family Literacy Program, a part of Kentucky's Parent and Child Educational Program (PACE). In Parent Time sessions, PACE instructors share information with parents, and parents practice family life skills. The learning activities used in the sessions are designed to build and develop parent competency, self-esteem, and skills; help parents appreciate, become familiar with, and encourage learning; and help parents improve their relationship with their children. The learning activities are also intended to promote four key skills: decision-making, communicating, using information, and problem solving. Introductory and overview sections of the guide outline the purpose, goals, and methods of the activities, and provide guidance to group

Intended for use by school administrators and community leaders serving families of students in the middle grades (6-8), this booklet describes eight family resource programs that illustrate a broad range of practices that attempt to match specific services to those unique needs of the adolescents and families served in each community. Each of the programs has provided evaluation data that indicate measures of success. The descriptions include details of how program leaders have addressed different elements of implementation, including scope and objectives, setting, planning, services and staffing, and governance. Keys to successful operations are highlighted for each program. The programs described are: (1) Buffalo Public Schools' Parent Center, Buffalo, New York; (2) Working Parent Resource Center, St. Paul, Minnesota; (3) Natchez-Adams Chapter 1 Parent Center, Natchez, Mississippi; (4) Bell County Middle School Youth Services Center, Pineville, Kentucky; (5) Parents Place, Longview, Washington; (6) South Brunswick School Based Youth Services Program, Monmouth Junction, New Jersey; (7) Greenlee/Metro Elementary Lab School, Denver, Colorado; and (8) McAllen Parent/Student Community Evening Study Centers, McAllen, Texas. (HTH)

ED 370 721　　　　RC 019 109

Rademacher, Craig, Ed.; Watters, Ron, Ed.
Proceedings of the 1991 International Conference on Outdoor Recreation (October 17-19, 1991, Moscow, Idaho).
PUB DATE- 92
NOTE- 155p.; For selected individual papers, see RC 019 110-113.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Conservation (Environment); Disabilities; Equipment; *Experiential Learning; Group Dynamics; Higher Education; Leadership; Legal Responsibility; Outdoor Activities; *Outdoor Education; Program Administration; *Program Development; Safety
IDENTIFIERS- Outdoor Leadership; *Outdoor Recreation

This proceedings includes 16 papers presented at the 1991 International Conference on Outdoor Recreation (Moscow, Idaho). The papers are: (1) "Special Populations Outdoor Pursuits: Tapping the Ability in Disability" (Allen Adler); (2) "An Investigation of the Ecological and Social Impacts Caused by Rock Climbers" (Aram Attarian); (3) "Why Johnny Can't Cooperate: Cognitive Development and the Concept of 'Adequateness'" (Jim Fullerton and Sue Wells); (4) "An Experiential Model for Teaching Skills" (Steven P. Guthrie); (5) "An Examination of the Safety Review" (John R. Kascenska); (6) "Building Community To Strengthen, Grow, and Revitalize Your Outdoor Program" (Steve Leonoudakis); (7) "Developing a College Outing Program" (Roland McNutt); (8) "An Overview of North American Experience-Based Training and Development" (Todd Miner); (9) "Experience-Based Training and Development: Getting Started" (Todd Miner); (10) "Outdoor Recreation Liability: Preparing for the Threat" (James H. Moss); (11) "Paperwork: It Destroys Trees, It Takes Up Space and Maybe Necessary To Prevent Lawsuits" (James H. Moss); (12) "Kayak Teaching Techniques" (Dana Olson-Elle); (13) "A New Theory for Outdoor Leadership" (Simon Priest); (14) "Competition Climbing: An Overview of the History and Organization of Rock Climbing Competitions" (Scott Tyson); (15) "Some Observations on the Management of Outdoor Programs" (Ron Watters); and (16) "The Top Rental Items for University Outdoor Programs and Effective Buying Techniques" (David J. Webb). Also included are the provided in Alaska. A possible beneficiary of the amendment may be the Alaska Native Heritage Park, a statewide Alaska Native cultural center in planning for almost 12 years. Includes the text of the proposed amendment to Section 1521 of the Higher Education Amendments of 1986 (the Program for Native Hawaiian Culture and Arts Development) and a cost estimate from the Congressional Budget Office of approximately $2 million annually. (SV)

ED 370 740 RC 019 635

American Indian Agricultural Resource Management Act. Reports To Accompany H.R. 1425, from the Committee on Indian Affairs, Senate (Calendar No. 298), and from the Committee on Natural Resources, House of Representatives, 103d Congress, 1st Session.
PUB DATE- Nov 93
NOTE- 57p.; Contains some small type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agricultural Education; Alaska Natives; *American Indian Education; American Indian Reservations; American Indians; *Educational Opportunities; *Employment Opportunities; Federal Aid; Federal Indian Relationship; Federal Legislation; Higher Education; Natural Resources
IDENTIFIERS- *American Indian Agric Resource Mangmt Act 1993; Congress 103rd; *Resource Management Agricultural Resources; Tribal Management

Of the 54 million acres of Indian-owned lands held in trust by the United States, approximately 75 percent is used for agricultural production. Nevertheless, in 1993 over 1.1 million acres of Indian agricultural lands lay idle. The American Indian Agricultural Resource Management Act seeks to establish a viable system for management and administration of Indian owned agricultural lands, enhance the production capabilities of Indian ranchers and farmers, affirm the authority of tribal governments in the management of Indian agricultural lands, and enhance educational opportunities for Indian students in the management of Indian natural resources. These two reports recommend passage of the act, and describe demographic and historical background for Indian agricultural programs; Bureau of Indian Affairs (BIA) agriculture programs and their staffing; educational and employment opportunities for Native students; and committee and tribal concerns about bureaucratic delays, civil trespass on Indian lands, leasing of Indian agricultural lands, and the rights of Indian landowners. Title II of the act creates: (1) 20 federally funded internship positions for American Indian and Alaska Native students enrolled full-time in an agricultural resources study program; (2) a cooperative education program with tribal colleges to recruit Native agricultural students for employment in federal agencies; (3) scholarships for Indians enrolled in accredited agriculture-related programs; (4) an agricultural resource education outreach program for Indian youth; and (5) federal employment for Indian graduates of tribal or BIA agriculture programs, possibly in exchange for assumption of student loans. Includes section-by-section analysis of the act and a cost estimate by the Congressional Budget Office. (SV)

ED 370 741 RC 019 636

Childers, Robert; Howley, Craig
Mathematics Activities Manuals: Final Evaluation Report.
SPONS. AGENCY- Office of Educational Research and Improvement

IDENTIFIERS- *European Americans

This report shows that, in low-income Mexican-American and European-American families, children's everyday learning activities at home and aspirations of parents for their children's future are key elements in home-school linkages. Two models of home-school linkages are reviewed: the cultural match/mismatch model and the two-way partnership approach. Interviews were conducted with parents of 72 students in grades 3, 5, and 7. The Mexican-American sample lived in rural central California, all parents were Mexican-born, the target child was U.S.-born, familial poverty was longstanding, and few parents had received an education above the elementary level. The European-American families lived in a small California city, and most were single-parent families whose poverty was recent. Ecocultural concepts were used to analyze student participation in chores and homework and parent aspirations for their children's personal/moral, educational, and vocational futures. Interview excerpts illustrate the family members and friends available to guide children's mastery of homework and chores, parents' direct and indirect instructional scripts, and how parent aspirations might shape their present goals and guidance. Findings emphasize similarities and differences of the ecology of learning, resources, and vulnerabilities between the two ethnic groups; within-group variation in family resources and vulnerabilities; and changes as children enter adolescence. Suggestions are offered for fostering two-way partnerships between schools and families and for dropout prevention. (Author/SV)

ED 370 758 RC 019 675

Gilbert, M. Jean, Comp.; And Others

Alcohol-Related Issues in the Latino Population, 1980-1990: An Annotated Bibliography. Chicano Studies Library Publications Series, No. 17.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

PUB DATE- 92

NOTE- 140p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reference Materials - Bibliographies (131)

DESCRIPTORS- Adolescents; Adults; *Alcohol Abuse; Alcohol Education; Annotated Bibliographies; *Drinking; *Epidemiology; *Hispanic Americans; *Prevention; Program Descriptions; Substance Abuse; Youth Problems

IDENTIFIERS- *Latinos

This bibliography provides researchers, policymakers, and community service providers with 247 annotated citations about Latino alcohol use. Prior to 1980, little was known about alcohol use among Latinos living in the United States, and research was scant. Although research and information on the subject greatly expanded between 1980 and 1990, the gap between Latino alcohol research and public policy is still a barrier to the prevention of alcohol-related problems and the development of services for Latinos. Within a public health perspective, activities for the prevention of alcohol-related problems can include family and community education efforts as well as environmental restructuring and public policy formation. Citations in this document include journal articles, books, research reports, and government agency documents. Entries are listed under the broad categories of adults and youth, which are further subdivided under the topics of cultural issues, organizational resources are included. (MDH)

ED 370 777 SE 054 382

Lundgren, Linda
Cooperative Learning in the Science Classroom. Glencoe Science Professional Series.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Junior High Schools; Middle Schools; Science Activities; *Science Education; *Small Group Instruction; Technology

The effective use of cooperative skills is becoming increasingly necessary to cope successfully in today's team-oriented workplaces. This booklet presents jargon-free cooperative learning skills and strategies suitable for the middle school science student. Strategies suggested capitalize on the interests and strengths of middle school students. Activities suggested involve their interest in how things work, their fascination for new and future technology, and their desire to manipulate materials. Included are suggestions for practicing the working relationship skills that students need. Examples of these skills include staying on task, dealing with distractions, and disagreeing in an agreeable way. (PR)

ED 370 778 SE 054 383

Alternative Assessment in the Science Classroom. Glencoe Science Professional Series.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Rating; Elementary Secondary Education; Evaluation; *Grading; Informal Assessment; Portfolios (Background Materials); *Science Curriculum; *Science Education; Science Projects; *Student Evaluation; Writing Evaluation
IDENTIFIERS- *Alternative Assessment

The purpose of this booklet is to discuss how the curriculum is changing and what assessment methods are needed to monitor and measure the performance of students in the restructured science curriculum. Sections in this booklet include: (1) The need for alternate assessment, (2) Performance assessment, (3) Observation and questioning, (4) Presentations and discussions, (5) Projects and investigations, (6) Portfolios and journals, and (7) Other types of alternative assessment. (PR)

ED 370 779 SE 054 392

Sanders, Linda R., Ed.
Favorite Labs from Outstanding Teachers. Volume II.
PUB DATE- 93
NOTE- 138p.; For additional "Favorite Labs," see ED 359 063.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

the teacher who already has training in working with microbes, DNA, and associated chemicals. The contents of the guidelines include: (1) Permitted DNA molecules, vectors, and recommended host organisms for constructing rDNA; (2) Preparations of materials and the work area; (3) Storage of DNA and bacteria; (4) Standard microbiological practices and aseptic techniques; (5) Handling of chemicals, cleanup, and disposal, and (6) Appendix: examples of experiments. (Contains 20 references.) (PR)

ED 370 803 SE 054 541

Friesem, Judy
Padilla Bay: The Estuary Guide. Level 1. Publication No. 93-108.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Office of Coastal Zone Management.
PUB DATE- 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Class Activities; *Environmental Education; *Estuaries; *Field Trips; Marine Biology; Plants (Botany); Primary Education; Teaching Guides
IDENTIFIERS- Coastal Zones; *Padilla Bay

Padilla Bay National Estuarine Research Reserve in Washington is managed by the Washington State Department of Ecology, Shorelands and Coastal Zone management Program. This guide is designed for primary teachers to complement a visit to the reserve and is a useful resource to teach about estuaries, shorelands, and coastal resources. Activities are divided into four sections. In the first section, five pre-trip activities introduce students to estuaries, describe different habitats within the estuary, familiarize students with birds found in estuaries, and have students observe differences between fresh and salt water habitats. On-site materials in the second section include information to parents, a map of the park, a scavenger hunt, and beach etiquette. The third section includes 22 post-trip activities involving plant and animal life in the estuary. A resources section contains lists of 11 children's books, 2 magazines, 7 reference books, 5 related curricula, 7 additional places to visit, 2 organizations, and a road map. (MDH)

ED 370 804 SE 054 554

Hickey, Daniel T.; And Others
Middle-Schoolers' Interest in Science and Space Science: Dimensions of Content, Context, & Actualization.
PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Astronomy; Attitude Measures; *Childhood Interests; Classroom Environment; Classroom Research; *Educational Environment; Junior High Schools; Middle Schools; Science Curriculum; *Science Education; *Space Sciences; Statistical Data
IDENTIFIERS- *Attitudes Toward Science

This study examined three instruments developed for studying information and identify common themes, priorities, and goals to fulfill the mission of improving education in the Southeast. Descriptions of the states of Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina offer information on several topics: (1) the people; (2) vital statistics and health; (3) families, income, and jobs; (4) crime and prisoners; (5) education; and (6) a demographic profile comparing the individual state to the entire United States. The section on Alabama includes information on the black middle class and economic development, and the section on Florida also covers minority citizens. A summary of the six states precedes recommendations for positive change in the Southeast. Several ideas for strategies and ventures that address problems from a regional perspective to maximize the resources and experiences of all six states are listed: (1) increase the number of high school graduates and adults receiving GEDs every year; (2) increase the number of programs that enhance the opportunities for rural youth; (3) develop "two-generation" strategies so that women who receive services such as adult education or drug treatment can find adequate care for their children; (4) ensure that every eligible child is in Head Start or other effective early childhood program; (5) increase prevention strategies; (6) increase programs that make college a more realistic possibility; and (7) increase programs and policies that support working parents. An appendix provides 25 demographic comparisons of the six southeast states and the United States in areas such as population growth, education, and health. (CK)

ED 370 824 SO 023 073

You Can't Get There from Here: Working Women and the Glass Ceiling.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employed Women; *Equal Opportunities (Jobs); Futures (of Society); *Sex Bias; *Sex Discrimination; Social Change
IDENTIFIERS- *Glass Ceiling

Over the past two decades women and minorities have made unprecedented strides into the work force, yet discrimination due to gender and race is still a problem. The dearth of women in management is due to the "glass ceiling" phenomenon--the organizational, attitudinal, and societal barriers that effectively keep women and minorities from advancing up the career ladder. In the last 10 years, there has been only a slight increase in the representation of minorities and women in top executive positions in the nation's largest 1000 companies. The glass ceiling also exists in the world of academia. Although the number of female professors in the U.S. has increased since the early 1970s, their proportion of the total faculty has remained relatively constant. Barriers also limit women's advancement in the public sector. Few women serve in Congress, although the situation is somewhat better in state government. The Civil Rights Act of 1991 and the Equal Remedies Act were designed to overcome some of the glass ceiling problems. Enforcement remains inadequate, as the lack of sanctions issued under the Office of Federal Contract Compliance Programs' Glass Ceiling Initiative demonstrates. Women can no longer ignore workplace discrimination. They must

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; *Educational Change; Educational Policy; Elementary Secondary Education; *English; Foreign Countries; Government Role; Instructional Materials; *Language of Instruction; Language Standardization; Program Implementation; *Social Studies; *Tagalog; *Teacher Education; Teaching Models; Uncommonly Taught Languages
IDENTIFIERS- *Philippines

This article describes the shift from English to Filipino (Tagalog) as the language of instruction in elementary social studies education in the Philippines, focusing on the Philippines Department of Education's efforts to implement pre-service and in-service teacher training programs to expedite the change. In 1974 the Department of Education adopted a plan to switch from monolingual (English) to bilingual (English and Filipino) education at the elementary and secondary education levels, to be adopted over a 10-year period. The most pressing needs for successful implementation of the program were: (1) the production of teaching materials and texts in Filipino; (2) the modernization of the Filipino language itself; and (3) a theoretical framework and model for training teachers. Implications for the introduction of bilingual and indigenous language education in other nations is also discussed. (MDM)

ED 370 365 FL 022 042

Malcolm, Ian G.
Language Teacher Education for Social Cohesion.
PUB DATE- 91
NOTE- 22p.; In: Sadtono, Eugenius, Ed. Issues in Language Teacher Education. Anthology Series 30; see FL 022 033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Cultural Pluralism; Dialects; *Educational Policy; Foreign Countries; Government Role; Higher Education; *Language Teachers; Multicultural Education; Nationalism; *Politics of Education; *Socialization; *Teacher Education; Teacher Educators; Teacher Role
IDENTIFIERS- Australia

This article examines the social implications of language teacher education in light of the current emphasis on diversity and multiculturalism in education, with special reference to Australian society. It explains and discusses the ramifications of policies promoting: (1) assimilation, which advocates monolingualism and the eradication of dialects; (2) multiculturalism, which advocates community language maintenance and the appreciation of dialect differences; (3) nationalism, which advocates subtractive bilingualism and monodialectalism; and (4) instrumentalism, which advocates additive bilingualism and bidialectism. It argues that language teacher education needs to be aware of the sociopolitical environment in which it operates and make language education socially relevant. (MDM)

ED 370 366 FL 022 091

Hinkel, Eli
Appropriateness of Advice as L2 Solidarity Strategy.
PUB DATE- 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD,

ED 370 384 FL 022 140

Iacobelli, Clare L.
A Business English Curriculum in an Academic Setting.
PUB DATE- 93
NOTE- 13p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business English; College Faculty; College Students; *English for Special Purposes; *Foreign Students; Higher Education; Interviews; *Language Attitudes; Language Proficiency; *Second Language Instruction; Student Attitudes
IDENTIFIERS- *George Washington University DC

This paper discusses the increasing enrollment of foreign students at American universities, especially in business programs, and the need for specialized courses in English as a Foreign Language (EFL) for business students. Focusing on the situation at George Washington University (GWU) in Washington, D.C., the paper reports on a survey of 98 EFL students at GWU conducted in 1992 concerning the students' attitudes towards a specialized EFL course for business students. Of the 55 respondents who were enrolled in the School of Business and Public Management (SBPM), 73 percent favored a separate or optional additional EFL course for business students. Seventy-five percent of the business students reported that they would have taken such a course, and 47 percent said that they would take such a course in addition to the standard EFL course. Interviews with faculty of the SBPM indicate that while some faculty focus only on content in evaluating students, others are very concerned about students' language comprehension and expression. (MDM)

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ED 370 385 FL 022 141

Rodgers, Drew
Teaching ESP-B and Business Communications with the Case Study Method.
PUB DATE- 93
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Business English; *Case Studies; Course Descriptions; *English for Special Purposes; Higher Education; Student Centered Curriculum; Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- *Case Study Simulation

This paper discusses the case study method of instruction and its application to the teaching of English for special purposes in university business schools. Students are given cases adapted to their level that allow them to solve business problems, such

Language); Inservice Teacher Education; *Limited English Speaking; Mathematics Instruction; Multicultural Education; Native Language Instruction; Parent Participation; Program Effectiveness; Public Schools; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking; Staff Development; Transitional Programs
IDENTIFIERS- New York City Board of Education; *Two Way Bilingual Education

The Exemplary Capacity Building Program of Transitional Bilingual Education was a federally funded program serving 266 limited-English-speaking, Spanish-speaking students in two Manhattan (New York) elementary schools. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and content areas. Some classes used a dual-language approach to classroom instruction. Other program components included multicultural education, development opportunities for program staff, and parent involvement activities. The project met one of three objectives for staff development and one of two for parent involvement. Attainment of the stated objectives for ESL, NLA, the content areas, and the third staff development could not be assessed due to lack of information. No specific recommendations were made for program improvement. The final report offers details of other specific program aspects, activities, achievements, and findings. (MSE)

ED 370 405 FL 022 177

Musante, Patricia
Guidance Oriented Acquisition of Learning Skills (Project GOALS). Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; Career Awareness; Dropout Prevention; *English (Second Language); High Schools; Inservice Teacher Education; *Limited English Speaking; Mandarin Chinese; Mathematics Instruction; *Native Language Instruction; Parent Participation; Program Effectiveness; Public Schools; Russian; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking; Staff Development; *Vocational Education
IDENTIFIERS- New York City Board of Education

Guidance Oriented Acquisition of Learning Skills (Project GOALS) was a federally-funded project in three Brooklyn (New York) high schools in its fourth year of operation in 1992-93. It served 312 limited-English-proficient and 57 English-proficient students through instruction in English as a Second Language (ESL), native language arts (NLA) in Mandarin Chinese, Russian, and Spanish, mathematics, science, social studies, and career and vocational subjects. Staff development was an additional project component. The project met its goals for English language skills and English reading achievement, NLA, mathematics, science, social studies, vocational education, career awareness, employment-related courses, and dropout prevention. It also partially met its attendance objective. The major recommendation for program improvement was continuation of successful efforts to improve attendance at one site. (MSE)

ED 370 406 FL 022 180

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- American Indian Languages; *Dakota; Dictionaries; Language Research; *Morphology (Languages); *Phonology; *Structural Analysis (Linguistics); Syllables; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- *Word Structure

This paper examines Dakhota phonology and morphology and how they relate to each other in lexical phonology. Earlier research on Dakhota lexical phonology claimed that structure preservation applies throughout a lexical derivation and may only be shut off by exiting the lexicon. Although work by Kellogg (1991) in Lakhota attempts to uphold this relationship between lexical phonology and structure preservation, other researchers refute the claim. This paper also discusses the problem of syllable structure within the lexicon and argues that structure preservation seems to be shut off early in the lexical derivation. (MDM)

ED 370 429 FL 022 207

Rankin, Robert L.
Notes on the Kansa Word List of Maximilian, Prince of Wied.
PUB DATE- 94
NOTE- 11p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; Dictionaries; Language Research; *Morphology (Languages); Phonetic Transcription; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Kansa; Word Formation; *Word Structure

This paper analyzes the Kansa Indian language vocabulary collected by Prince Alexander Philip Maximilian of Wied-Neuwied during his journey through the plains of North America between 1832 and 1834. Prince Maximilian's word list is likely the oldest existent vocabulary on this language. His vocabulary, published in 1843 as an appendix to his travel journals, is then compared to more recent observations of Kansa words by James Owen Dorsey in the late 1880s and by the author in the 1970s. Observations about the phonology of Kansa are offered which, in turn, clarify the ultimate source of Maximilian's list. (MDM)

ED 370 430 FL 022 208

Marty, Fernand
Caracteristiques de trois systemes informatiques de transcription phonetique et graphemique (Characteristics of Three Computer-Based Systems of Phonetic and Graphemic Transcription).
PUB DATE- Mar 91
NOTE- 23p.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Authoring Aids (Programming); Comparative Analysis; *Computational Linguistics; *French; *Graphemes; Language Rhythm; *Phonetic Transcription; *Pronunciation

Three computer-based systems for phonetic/graphemic transcription of language are described, compared, and contrasted. The text

English Speaking; Literature Reviews; Needs Assessment; Older Adults; Program Administration; Public Policy; Refugees; Resource Allocation; *Sociocultural Patterns; Standards; Translation
IDENTIFIERS- Australia

A report on the language services and language education needs of women in Australia, particularly those whose native language is other than English, is presented. First, it reviews the need for language services such as translation and interpreting in the large, diverse, and growing population of women of non-English-speaking backgrounds. Priority groups in this population are then discussed. These include recent arrivals, the elderly and aging, industrial workers, refugees and humanitarians immigrants, and culturally distinctive migrants such as those in whose culture women have a very traditional role. Special considerations in assessing and serving the needs of women clients are also examined, including costs, cultural factors, and special areas of need such as health care and family-related services. Administrative and ethical issues in the provision of language services are outlined, and professional and funding issues are also noted. The report concludes with a review of relevant literature, both general surveys and information relating specifically to health issues and legal interpreting. Recommendations for both policy and action are made throughout the report. A substantial bibliography, demographic data, reports of consultations held in the process of researching the report, and objectives of the project are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 450 FL 800 768

Alcorso, Caroline; Harrison, Graham
Blue Collar and Beyond: The Experiences of Non-English Speaking Background Women in the Australian Labour Force and Strategies for Action.
PUB DATE- 93
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; *Economic Factors; *Employed Women; *Employment Patterns; English (Second Language); Females; Foreign Countries; Information Sources; *Labor Force; *Limited English Speaking; Policy Formation; Public Policy; Research Methodology; Trend Analysis
IDENTIFIERS- *Australia

The report on women with non-English-speaking backgrounds (NESB) in the Australian labor force was prepared to review the experience and needs of this population in recent years and to examine the various available sources of information. The first section reviews the standard statistical sources and their research methodologies. The second and third sections use these quantitative data to examine recent trends in NESB women's labor force experience. One examines the main trends in demographic and educational patterns, unemployment and self-employment patterns, and employment-related training. The other looks at the situation of NESB women in the context of the 1990-92 recession, particularly trends in unemployment, the manufacturing industry, employment patterns related to ethnic group or nationality, and women's participation in national labor market programs. The fourth section considers the value of qualitative and community-based research used in addition to

ED 370 468 HE 027 427

Klimes, Rudolf E.
Learn in Brain-Friendly Ways: How To Succeed with Quality Learning Skills.
PUB DATE- 94
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Learning; *Brain Hemisphere Functions; Higher Education; Learning Activities; Learning Modules; Learning Processes; *Learning Strategies; Learning Theories; *Study Skills; Thinking Skills

This book for students describes Quality Learning or QLearn, a "brain-friendly" learning strategy that involves five types of learning-skill modules. QLearn is described as a "brain-friendly" system of multi-channel learning, designed for secondary, university, adult students and trainees in business and industry. Under the system learners apply five types of learning-skill modules (objectives, resources, micro-learning, macro-learning, and measurements) to a given learning project at a selected or prescribed pace. Part I introduces the five concepts that support QLearn in detail. A section on objectives presents two objective focus techniques. The section on resources offers techniques for utilizing books, audiovisuals, and computer searches. The third section is on micro-learning and explains memory, note-taking and other skills. The fourth section is on macro-learning including graphic techniques, problem solving, teamwork, and reporting. The fifth section covers learning measurement including reviews, tests, and portfolio approaches. Part II presents 16 learning skill modules. Part III shows how the reader can design his/her own system of QLearn. Part IV contrasts "mislearning" with QLearn and serves as an overview of QLearn. Includes information on the author, feedback request, and an index. (Contains 90 references.) (JB)

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ED 370 469 HE 027 428

Smith, Helen Lawton
The Public and Private Interface in Technology: The Regulation of Industry and Academic Links.
PUB DATE- Dec 93
NOTE- 34p.; Paper presented at the Research into Higher Education Conference (Brighton, England, United Kingdom, December 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Foreign Countries; Government Role; *Higher Education; Institutional Role; Partnerships in Education; Public Policy; Research Administration; Research Needs; *Research Universities; *School Business Relationship; Technological Advancement
IDENTIFIERS- Belgium; France; United Kingdom

This study compared industry and higher education links in the flow measuring and electronic component industries in the United Kingdom, France, and Belgium. The research analysis looked at how academic research priorities have been shaped by the demands of industry and why some sections of British

U.S. Medical School Faculty, 1993. Faculty Roster System.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); Age Differences; Degrees (Academic); Ethnicity; Higher Education; *Medical School Faculty; Medical Schools; Minority Groups; Physicians; Post Doctoral Education; Sex Differences; Specialists; Specialization; Tables (Data); Tenure; Tenured Faculty
IDENTIFIERS- *Diversity (Faculty)

This booklet is a quick reference source offering data compiled in June, 1993, on about 85 percent of all United States medical school faculty. Data appear in 10 figures and 19 tables by: sex, ethnicity, rank, degree, age, sex and ethnicity, sex and rank, sex and degree, sex and age, public/private institutions and region, department, school, rank and ethnicity, rank and age, rank and department, degree and ethnicity, degree and age, degree and department, and degree and rank. Tables also combine data on sex, rank and tenure status; sex, ethnicity and rank; sex, ethnicity and degree; sex, ethnicity and department; sex, rank and department; sex, degree and department; postdoctoral research training, degree, and department; medical doctor faculty by primary specialty; specialty/sub-specialty and sex; and specialty/sub-specialty and ethnicity. Also included is a list of public private institutions by region. (JB)

ED 370 488 HE 027 448

Yudkin, Donna Quinn, Comp.
State and Other Loan Repayment/Forgiveness and Scholarship Programs.
PUB DATE- Apr 94
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Loan Repayment; *Medical Students; Program Descriptions; *Scholarships; *State Programs; Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Loan Forgiveness

This publication offers information by region on state and other repayment, forgiveness, and scholarship programs for medical students. Each section offers fact sheets on the programs offered by the states in one of four regions: central, northeast, southern, and western. The final section contains information on other programs operated by Commissioned Officer Student Training and Extern Program (COSTEP), Indian Health Service, Military Affairs Health Professional Loan Repayment Program (for the National Guard of Delaware), National Health Service Corps, National Institutes of Health Loan Repayment for Auto-Immune Deficiency Syndrome (AIDS) Researchers, Army Medical Department, and the Navy. The fact sheet on each program lists name of program, number of years in existence, source of funds, whom the program targets, service stipulations, key eligibility requirements or restrictions, amount of repayment per year of support, number of recipients per year, number of recipients over the life of the program, special features, whether supplemental materials are on file at the Association of American Medical Colleges, and the name, collaboratively integrating the institution's development with that of students. This new role calls for changes in the programs and services offered, the professional skills employed by student affairs professionals, and the content of the preparation and continuing development of professionals. The new role demands professionals who are competent in counseling and administration, organizational development, quality management, planning, evaluation and research, and current issues in higher education. Responsibilities of student affairs professionals, institutions, and personnel preparation programs are listed. (JDD)

ED 370 508 HE 027 468

Garland, Peter H.; Grace, Thomas W.
New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles. ASHE-ERIC Higher Education Report No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 152p.; For a digest of this report, see HE 027 467.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Accountability; Administrator Responsibility; College Students; *Educational Change; Higher Education; Institutional Role; *Integrated Activities; Professional Education; Program Administration; Responsibility; School Holding Power; *Staff Role; *Student Development; *Student Personnel Services; *Student Personnel Workers; Theory Practice Relationship

The efforts of college and university student affairs professionals, who aim to improve student life, integrate new student groups, and attract and retain students, are becoming critical to institutions attempting to maintain enrollments of qualified students, ensure academic achievement, place graduates, and develop supportive alumni. Changes in student affairs contexts and clienteles are evidenced in uneven success with students from underrepresented groups, demographic shifts, expanding use of information technologies, increasing violence, the burden of debt, and new emphasis on accountability. An expanded role for student affairs is demanded, which would require creatively and collaboratively integrating the theory and practice of student affairs, integrating the academic and student affairs communities, and integrating campus and society. Challenges for the student affairs professional in this new role include developing vision, streamlining the administrative decision making process, developing comprehensive strategies, and recommitting to student development. The new role for student affairs calls for changes in the programs and services offered, the professional skills employed by student affairs professionals, and the content of the preparation and continuing development of professionals. (Contains approximately 250 references.) (JDD)

ED 370 509 HE 027 469

Kelly, Jan W.
Women in Academe: Historical and Sociological Perspectives.
PUB DATE- 1 May 93
NOTE- 12p.; Paper presented at the Annual Convention of the Eastern Communication Association (New Haven, CT, May 1, 1993).
LANGUAGE- English

Needs
IDENTIFIERS- Dual Coding Theory; Levels of Processing

This paper reviews the literature pertinent to learning with graphics. The dual coding theory provides explanation about how graphics are stored and precessed in semantic memory. The level of processing theory suggests how graphics can be employed in learning to encourage deeper processing. In addition to dual coding theory and level of processing theory, the area of motivation and attention is also reviewed to show how graphics and emotion are related and how graphics should be designed to communicate desired intent. It is noted that appropriate design decisions about the use of graphics are often based on knowledge from cognitive science and that current research in graphics design related to this topic is inadequate. The area of cognitive science is incorporated into instructional technology so that the effectiveness of graphics in assisting can be optimized. (Contains 48 references.) (Author/MES)

ED 370 527 IR 016 640

Mergendoller, John R.; And Others
A Portfolio-Based Evaluation of Utah's Education Technology Initiative: 1990-1991 School Year.
PUB DATE- 92
NOTE- 128p.; For related documents, see IR 647-649.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Educational Objectives; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolios (Background Materials); *Public Schools; School Districts; State Programs; Teacher Education
IDENTIFIERS- Access to Computers; *Utah

This report examines the impact of the Utah Educational Technology Initiative (ETI) on student performance and student access to computers during the initial year of implementation in the 1990-91 school year. Chapter 1 describes ETI goals, the goals of the evaluation report, the concept of portfolio analysis, and organization of the report. An overview of school district ETI proposals is provided in Chapter 2, including details on goals, dates of operation, and funding levels. Chapter 3 discusses the impact of the ETI on student performance, including statewide testing results, ETI coordinators' reports, principals' reports, results of a Salt Lake City evaluation of district ETI projects, and school administrator and teacher perceptions. The impact of the ETI on student computer use is discussed in Chapter 4, including changes between 1990 and 1991 in the number of computers available to students, the computer/student ratio, the amount of time students use computers, and the number of schools using computers in instruction. Chapter 5 presents a case study of the Salt Lake City School District that addresses ETI planning, project descriptions, constraints, and evaluation. Recommendations related to teacher training/support and computer use policies are offered. The appendixes include student performance goals for reading, writing, language arts, mathematics, and science; examples of students writing; and examples of writing assignments. (MES)

ED 370 528 IR 016 643

Metu, Reginald
A Study of Computer Attitudes of Nigerian Teachers.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Access to Information; American Indians; Annual Reports; Conferences; Elementary Secondary Education; Federal Regulation; Higher Education; International Cooperation; Learning Resources Centers; *Library Statistics; Older Adults; Public Agencies; Public Libraries; *Public Policy; School Libraries
IDENTIFIERS- National Center for Education Statistics; *National Commission Libraries Information Science; Native Americans; White House Conference Libraries Info Services

The National Commission on Libraries and Information Services (NCLIS) reports on five major activity areas for fiscal year 1989-90: (1) oversight of planning for the second White House Conference on Library and Information Services, including working with states to develop preconference activities, appropriation of funds, and work on the "WHCLIS Connection," the hypertext database of library and information issues and statistics developed to orient and inform conference delegates; (2) the holding of two regional hearings on library and information services to Native Americans to obtain information on the status of current tribal services and to receive recommendations; (3) the development and adoption of the eight Principles of Public Information, which are based on the concept that "information held by the government belongs to the people, and is held by the government in trust for the people"; (4) expansion of the cooperative program for public library statistics with the National Center for Education Statistics (NCES) to cover other types of libraries; and (5) the publication of the proceedings of the April 1989 symposium, "Information Literacy and Education for the 21st Century: Toward an Agenda for Action," which was a cooperative project with the American Association of School Librarians (AASL). Also noted are the group's involvement in legislative activities and international programs, and the third annual NCLIS recognition awards. A report on personnel and administration concludes the report. Appendices contain copies of the laws authoriziing the NCLIS and the White House Conference; information about current and former Commission members; a copy of the Principles of Public Information; and a fiscal statement. (KRN)

ED 370 546 IR 054 236

United States Commission on Libraries and Information Science. Annual Report, 1990-1991.
PUB DATE- 91
NOTE- 83p.; For additional NCLIS annual reports, see as follows: 1984-1985 (IR 054 232); 1985-1986 (IR 054 233); 1986-1987 (ED 315 082); 1987-1988 (IR 054 234); 1988-1989 (ED 333 882); 1989-1990 (IR 054 235); 1990-1991 (IR 054 236).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Annual Reports; Conferences; Federal Legislation; Information Technology; *International Cooperation; Learning Resources Centers; *Library Statistics; Public Agencies; *Publications; Public Libraries; *Public Policy; School Libraries
IDENTIFIERS- Information Literacy; *National Commission Libraries Information Science; Native Americans; White House Conference Libraries Info Services

Highlights of the annual report for the 20th year of service for visual giftedness; the contexts in which visual giftedness represents a specific type of intelligence; the ability of classroom teachers to identify the visually gifted; resources that may help classroom teachers identify the visually gifted; and the characteristics of visually gifted children that can be observed in their drawings. (Contains 18 references.) (JLB)

ED 370 569 IR 055 022

Cleaver, Betty P.; And Others
Children's Response to Silhouette Illustrations in Picture Books.
PUB DATE- 93
NOTE- 12p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993; see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 5; *Illustrations; Imagination; Intermediate Grades; Pictorial Stimuli; *Picture Books; Prior Learning; Student Reaction; Visual Aids; Visual Discrimination; Visual Learning; Visual Literacy; *Visual Perception
IDENTIFIERS- *Silhouettes; Visual Imagery

This paper examines children's responses to black and white illustrations in particular silhouettes. The study had two components; the first examined fifth graders' reactions to picture books using silhouette illustrations. The second part of the research analyzed students' responses when a dramatic context was used to view and respond to selected silhouette illustrations. Results from the two components include that children focused on visual details that were familiar and had personal significance; drew on context clues to cue visual response; used past literature experiences and knowledge to extend the narrative of the visual; and used experiences in the classroom and group interaction to shape their own response. The benefit of silhouette illustrations may be that they encourage viewers to use their own experiences and understanding to create meaning. (Contains 15 references.) (JLB)

ED 370 570 IR 055 023

Creany, Anne Drolett; And Others
Representation of Culture in Children's Picture Books.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Cultural Enrichment; *Cultural Images; Cultural Literacy; *Cultural Pluralism; Elementary Education; Ethnicity; Evaluation Criteria; *Illustrations; *Minority Groups; Multicultural Education; *Picture Books; Young Children
IDENTIFIERS- *Multicultural Materials

This paper examines the portrayal of minority cultures in children's picture books. In picture books, the illustrations are as important as the text with respect to the meaning of the

1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Control Groups; Educational Media; *Educational Television; Experimental Groups; Grade 10; High Schools; High School Students; *Science Education; Student Attitudes; *Student Motivation; Success; Tables (Data); Teacher Expectations of Students; *Teaching Methods

It has been suggested that in science education the immediacy and pervasiveness of television and its ability to bring the world into the classroom could be effectively used by the teacher. The motivational uses of instructional television in a high school environmental science class were studied with 57 tenth graders at a suburban high school. Units on soil and energy resources were used alternatively as control and experimental groups, with only live teacher instruction in the control condition and with televised instruction as a supplement to teacher instruction in the experimental condition. A motivation instrument used a semantic differential to measure student beliefs. Results suggest that the televised instruction did not produce significant differences in the learner's understanding, perceived value of the units, achievement test scores, or motivation. The impact of television might have been more apparent if student discussion had followed the presentations or if teacher guidance had been applied to aspects of the lessons. Eight tables present study data. (Contains 43 references.) (SLD)

ED 370 589 IR 055 042

Lewis, Charles
Exploring Context in the Viewing of Local TV News.
PUB DATE- 93
NOTE- 13p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Beliefs; *Broadcast Journalism; *Context Effect; Ethnography; *Family (Sociological Unit); *Interaction; Local Issues; Marriage; *News Reporting; Pilot Projects; Recreational Activities; *Television Viewing; Values
IDENTIFIERS- *Local News

This pilot study examines how a married couple with a small child integrates a 10 p.m. television news program into their weekday lives. The research focuses on how patterns of behaviors extend into television viewing, rather than how television programming influences beliefs, values, and behaviors. Ethnographic methods employed in the observation of this family indicate that getting the news is not an important reason for the husband and wife to watch local television news each week night. Viewing the news is a ritualistic activity for them that signifies the end of the workday and serves as a signal to go to bed. The news gives them a context for conversation and helps them interact. It is merely an entertaining part of their nightly pattern of relaxation. The news broadcasters and their personalities and presentations reinforce a sense of belonging to the community. The television news is a taken-for-granted

The American Association of Women in Community and Junior Colleges (AAWCJC): Celebrating 20 Years of Growth & Service, 1973-1993.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indian Education; Community Colleges; Independent Reading; Latin Americans; Leaders; Leadership; Mentors; *Periodicals; Self Concept; Self Esteem; Two Year Colleges; *Womens Education

The annual Journal of the American Association of Women in Community and Junior Colleges (AAWCJC) publishes articles on research, model programs, and teaching/learning strategies of interest to women students and staff at community, junior, and technical colleges. It provides a forum for the discussion of issues related to women in higher education and disseminates information on leadership training activities. This issue, which commemorates the 20-year history of the AAWCJC, contains the following articles: (1) "Twenty Years of Growth, Twenty Years of Service," by Jo-Ann Terry; (2) "Welcome, Dear Women, to the World of Reality," by Linda M. Lillie; (3) "Self-Worth of Middle-Aged Women Enrolled in Community Coilleges," by Mary J. Didelot; (4) "Mentoring in Business and Industry: Applications to Women in Community Colleges," by Gaye Luna and Deborah L. Cullen; (5) a review by Pamila Fisher of "Lakota Woman" by Mary Crow Dog; (6) "Women Leaders Are Readers," by Signe M. Kastberg; (7) "The 21st Century Female Academician: Beyond the 'Glass Ceiling,'" by Gloria Trujillo-Sanchez; (8) "Women Academicians in the Community College: Increasing Our Power through Communication," by Shelley Lane; (9) "Gender Ethnicity = Dynamic Leadership by Latina Community College Presidents," by Lois M. Knowlton. Also included is a statement of the philosophy of the AAWCJC, general information about the organization, and a list of members of the Board of Directors. (KP)

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ED 370 611 JC 940 296

Webb, MaryLou Wendel
Your Quality Partnerships Begin Today.
PUB DATE- Feb 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Job Training; *Management Development; *Organizational Development; Program Descriptions; *School Business Relationship; Total Quality Management; Two Year Colleges; Workshops
IDENTIFIERS- *Portland Community College OR

This collection of materials offers information on Portland Community College's Institute for Management and Professional Development. The first information sheet, "Your Quality Partnerships Begin Today," focuses on the Total Quality Management (TQM) programs of the Institute, indicating that 8,000 to 10,000 individuals per year, representing 50 to 75 organizations, participate in on-site classes or workshops in quality training. Community colleges interested in developing similar programs are urged to begin their own quality programs before attempting to teach TQM principles to business, and to allow business partners to determine what is best for them and

(Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; College Credits; College Graduates; College Planning; Community Colleges; Comparative Analysis; *Educational Facilities; Educational History; Educational Trends; *Enrollment; *Enrollment Trends; Expenditures; Faculty Development; *Financial Support; Full Time Equivalency; Full Time Faculty; *Institutional Characteristics; Minority Groups; Part Time Students; Scores; Staff Development; *Student Characteristics; Student Educational Objectives; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Kentucky; University of Kentucky Community College System

This annual compilation of statistical information provides a history of the development of the University of Kentucky Community College System (UKCCS) and selected data on 1992-93 enrollments, instructional programs, financial support, and student characteristics. Section I focuses on enrollments, providing fall 1992 headcount data for each of the 14 UKCCS campuses aggregated by full-/part-time status, class, sex, residence, and year; headcount enrollment for fall 1964, and fall 1983 to 1992; full-time equivalent (FTE) enrollment for fall 1964, and fall 1983 to 1992; and headcount enrollment of first-time freshmen for fall 1982 to 1992. Section II deals with instructional programs, presenting headcount enrollment by degree level and in comparison to 1991-92 data; transfer, technical, and non-degree program enrollment by gender; number and percent of credit hours offered by degree level; FTE by degree level; number and percent of credit hours offered by course level; FTE enrollment by course level, by year and course level; declared majors; number of graduates; graduates by technical program and by year; numbers and type of library materials; highest degree attained by full-time faculty; staff and faculty development activities; number of students served by type of continuing education unit (CEU); number of CEU's awarded and number of persons served by community service activities. Section III analyzes the financial support base of the UKCCS, detailing general fund expenditures by function, and average salaries by rank for teaching faculty. Section IV lists student characteristics, including mean American College Testing scores of first-time freshmen by test subject area and year; estimated family incomes; ethnicity; and distribution of headcount enrollment by age groups. A directory of UKCCS staff and 38 data tables are included. (KP)

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ED 370 628 JC 940 327

Wiggs, Jon L.; Wiggs, Caroline M.
A Narrative History of the North Carolina Association of Community College Trustees.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Community Colleges; Educational History; *Governing Boards; *Professional Associations; *Trustees; Two Year Colleges
IDENTIFIERS- *North Carolina Assn of Community Coll Trustees

The North Carolina Association of Community College Trustees (NCACCT) is a private nonprofit corporation founded to assist in furthering the aims, goals and development of North Carolina's community colleges. The Associations' stated purpose is to "improve and expand the opportunities and resources available to the people of North Carolina for public post-high school industrial, technical and academic education". The teaching methods and student supervision; (4) appropriateness of human, material, and financial resources; (5) program effectiveness; and (6) quality of program management. This chapter also provides a model self-evaluation report. Chapter 3 explains the college visit and its objectives, indicating that it should last between 1 to 3 days depending upon the scope of the program and evaluation. Finally, chapter 4 reviews the CEEC's evaluation report and describes the range of findings, from satisfactory to partially satisfactory to unsatisfactory. (KP)

ED 370 646 JC 940 351

Sheldon, William
Who's in the Driver's Seat, the Budget or the Strategic Plan: Which Comes First?
PUB DATE- Feb 94
NOTE- 8p.; Paper presented the International Conference for Community College Chairs and Deans (3rd, Phoenix, AZ, February 23-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *College Planning; Community Colleges; *Department Heads; Departments; Mission Statements; Needs Assessment; Program Improvement; Program Proposals; *Strategic Planning; Two Year Colleges

In an era of diminishing public resources, community college departments need a budgetary system in which options are clearly spelled out, consequences projected, priorities delineated, and budget requests made that are functional and provide useful results. Unfortunately, few colleges and even fewer departments are developing and utilizing such systems. Department chairs, in their budgetary submissions, may do little more than roll over previous years' requests. Discussions with department chairs indicate that many institutions go through planning exercises designed to create documents rather than to produce useful changes in the organization. A well-developed strategic planning process includes input from all department members and stimulates dialogue on the departments' purpose. Moreover, it should be a structured process including the following six specific steps: (1) departmental values are clarified and a mission statement developed; (2) department strengths and weaknesses are analyzed; (3) key areas for attention are identified and goals developed for these areas; (4) specific operational plans are developed to accomplish those goals; (5) the plan is implemented; and (6) results are evaluated, leading to further plan development. Once priorities and actions have been developed, the budgetary process becomes simplified as departments merely request funds to accomplish the goals they have developed. Another advantage is that expectations between the administration and department become very clear when requests are based on thought-out plans. (KP)

ED 370 647 JC 940 352

Scott, Richard W.
A High-Tech Lab for Speech, Sign, and Foreign Languages at Johnson County Community College.
PUB DATE- May 94
NOTE- 22p.; Paper presented at the Annual International

between full- and part-time faculty continues for 1993-94, with full-time faculty earning more than twice as much as part-time faculty on a contact hour basis, even after adjusting for the advising and counseling activities of full-time professors. Part 2 provides narrative descriptions and tabular displays of salary data, covering the following areas: (1) mean salaries for 1992-93; (2) the highest- and lowest-paying districts from fall 1987 to fall 1993; (3) annualized cost-of-living adjustments from fall 1990-91 to fall 1993-94; (4) two sample salary schedules for 1993-94; and (5) an analysis of mean dollars per weekly faculty contact hour (WFCH) paid to full-time, part-time, and overload faculty from fall 1989 to fall 1993. Appendixes include fall 1993 tables showing number of employees by type of assignment; number of full-time equivalent employees by type of assignment; percent distribution of annual salary and WFCH per schedule for credit, total contract, and regular faculty; and percent distribution by hourly compensation rate for contract, regular, and part-time faculty. (KP)

ED 370 664 JC 940 375

Executive Compensation in California Public Higher Education, 1993-94: The Second in a Series of Annual Reports to the Governor and Legislature in Response to the 1992 Budget Act. Draft.
PUB DATE- 6 Jun 94
NOTE- 77p.; Prepared as Agenda Item 13, Attachment D at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; *Administrator Responsibility; Administrators; *College Presidents; Community Colleges; Comparative Analysis; *Compensation (Remuneration); *Fringe Benefits; Higher Education; *Salaries; State Colleges; State Surveys; Universities
IDENTIFIERS- *California

In response to legislative directive, this report presents information on the total compensation packages paid to CEO's, presidents, chancellors, and top level executives in California institutions of higher education for 1992-93 and the extent to which compensation compares to that earned by executives of similar institutions across the country. Following introductory materials on the legislative mandate, section 2 explores the roles and responsibilities of executives to provide a context for the discussion of compensation. Section 3 provides data on executive compensation in the California Community Colleges (CCC), indicating that the mean salary received by the system's 21 chancellors was $112,775, while that received by the 50 presidents of single-campus districts was $98,524. Section 4 provides compensation data for the California State University (CSU) system, indicating that the mean salary for the 20 presidents of the system was $120,075, plus assistance with housing expenses, a car or car allowance, benefits, and entertainment allowances of $3,600 per year. Finally, section 5 describes compensation for University of California (UC) chancellors as of January 1994 after elimination of a deferred compensation program, indicating that the mean compensation was $188,400, which also includes housing and automobiles or allowances and benefits. Sections 4 and 5 include comparisons of executive compensation in California to that in other states, indicating that State University presidents were paid wider variety of activities, and was less interested in academics than the Chinese program. The U.S. program emphasized the development of social maturity, while the highly-structured Chinese program emphasized academic adjustment, classroom discipline, and pupil safety. The children in the U.S. program had a broader, more dynamic definition of learning, were more critical of school, and had more time to play than children in the Chinese program. These results suggest that these children may have difficulty adjusting to an academic first grade. The study concludes that the Chinese kindergarten, which stressed an academic program, is consistent with later schooling and learning, and prepares children for an academic first grade. (TM)

ED 370 683 PS 022 347

Rozak, Nancy S.
Parents' and Teachers' Attitudes about the Usefulness of the Spectrum Assessment Model as a Framework for Parent-Teacher Conferences.
PUB DATE- Feb 94
NOTE- 72p.; Master of Education Field Research Report, National-Louis University, June 1993. Paper presented at the Chicago Metro Association for the Education of Young Children Conference (Chicago, IL, February 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cognitive Ability; *Cognitive Tests; Evaluation Needs; *Parent Attitudes; *Parent Teacher Conferences; Preschool Education; *Student Evaluation; *Teacher Attitudes; Teacher Effectiveness

This field research report examined the efficacy of the Spectrum Assessment Model (SAM), a measure used to provide teachers and parents with a broad profile of preschool children's abilities, skills, and interests. The measure was developed by educators at Harvard and Tufts Universities in 1984 and assesses young children's cognitive abilities in mathematics, science, music, language, visual arts, movement, and social interaction. This study sought to determine preschool teachers' and parents' attitudes toward the SAM and teachers' ability to effectively utilize the measure without the assistance of researchers. Two teachers at the Winter Club Preschool in Lake Forest, Illinois, used the SAM to evaluate 20 students ages 3 through 5 over a 5-month period and discussed the results with the students' parents at parent-teacher conferences. Pre- and post-test parent surveys and post-test teacher surveys were conducted to measure both groups' attitudes toward the SAM. Results indicated that 74 percent of the parents thought the SAM was useful for the parent-teacher conferences. Both teachers felt the model provided a good basis for further development of curriculum and assessment models. Nine appendixes contain copies of the parent and teacher surveys, assessment profiles and activities, and correspondence with parents. (MDM)

ED 370 684 PS 022 354

Ferguson, Roy, Ed.; And Others
Professional Child and Youth Care. Second Edition.
PUB DATE- 93
NOTE- 318p.
LANGUAGE- English

facilitators. The six sections of the guide present the learning activities, each focusing on one of the key roles of parents as: (1) persons; (2) parents; (3) students; (4) family members; (5) community members; and (6) workers. Each of the descriptions of the activities typically discusses the background and objectives of the activity, preparation for the activity, and the procedure for conducting the activity. (TM)

ED 370 702 PS 022 395

McReynolds, Jackie L.; Peterson, Karen L.
Child Care and Social Policy: An Annotated Bibliography.
PUB DATE- Apr 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Advocacy; Annotated Bibliographies; *Day Care; Demography; Early Childhood Education; *Educational Quality; Family Role; *Policy Analysis; Policy Formation; *Public Policy; *Sociocultural Patterns; *Teacher Education
IDENTIFIERS- Caregiver Training; *Social Policy

Intended for students, professionals responsibile for policy development, and advocates for children and family, this selected annotated bibliography cites a variety of publications, journals, and books concerned with social policy and child care. The 58 entries highlight issues such as: (1) quality from the child's perspective; (2) caregiver training and professional development; (3) emerging societal and demographic trends; (4) family roles and child care; (5) advocacy; and (6) policy research. (MDM)

ED 370 703 PS 022 399

Scearce, Carol
100 Ways To Build Teams.
PUB DATE- 92
NOTE- 199p.; For a related document, see PS 022 402.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Cooperation; Cooperative Planning; Group Dynamics; *Leadership; *Leadership Training; Management Development; *Organizational Development; *Organizations (Groups); *Team Training; *Teamwork
IDENTIFIERS- Group Attitudes; Group Cohesion; *Management Styles; Productivity Improvement

Created in response to requests from organizations across the country that wanted help in establishing teams for many purposes, this guide is an easy-to-use recipe book on the essential areas of teaming. It does not cover all the aspects of teaming, but focusses on the essential components of team development necessary for a team to function. The book can be used by anyone who works with people, such as teachers, administrators, students, businesses, or professional organizations. The seven chapter topics are: (1) "Trust Building"; (2) "Mission Making"; (3) "Discovering Leadership"; (4) "Code of Conduct"; (5) "Managing Meetings"; (6) "Giving and Receiving Feedback"; and (7) "Celebrating Successes." Each chapter is preceded by a short introduction, and in some cases, a story or example that enhances the meaning of the topic is conference schedule, biographical information on presenters, listings of conference participants and steering committee members, and an income/expense statement for the conference. (LP)

ED 370 722 RC 019 110

Attarian, Aram
An Investigation of the Ecological and Social Impacts Caused by Rock Climbers.
PUB DATE- 92
NOTE- 10p.; In: Proceedings of the 1991 International Conference on Outdoor Recreation (October 17-19, 1991, Moscow, Idaho); see RC 019 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adventure Education; College Programs; *Conservation (Environment); Conservation Education; *Ecology; Higher Education; Information Dissemination; *Outdoor Activities
IDENTIFIERS- *Environmental Impact; Impact Studies; Outdoor Recreation; *Rock Climbing

This study examined the ecological and social impacts of rock climbing. The survey included climbing sites in 10 federal areas, 2 state parks, 1 private area, and 1 city park. Resource managers provided information on the observed impacts of rock climbing and current management practices to minimize impacts. Survey results indicate: (1) 71 percent of the respondents reported observable damage to soil as a result of climbers seeking access to climbing areas; (2) 57 percent of respondents expressed concern over vegetation damage caused by off-trail hiking and the mechanical removal of vegetation from rock surfaces; (3) 43 percent reported concerns related to conflicts between climbers and wildlife, particularly the disturbance of limited habitats; and (4) 78 percent of the respondents reported a variety of social impacts that detracted from the quality of the wilderness experience, including noise, the presence of climbers on the rockface, use of brightly colored clothing or rope, and the use of shiny hardware (such as bolts) that damages the rockface. Implementing nonrestrictive methods, such as educating visitors, is important for minimizing impact. The paper provides examples of direct-management practices to minimize climber-caused impacts and methods of dispersing information used by college and university programs. (LP)

ED 370 723 RC 019 111

Fullerton, Jim; Wells, Sue
Why Johnny Can't Cooperate: Cognitive Development and the Concept of "Adequateness."
PUB DATE- 92
NOTE- 16p.; In: Proceedings of the 1991 International Conference on Outdoor Recreation (October 17-19, 1991, Moscow, Idaho); see RC 019 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adventure Education; *Cognitive Development; Cognitive Measurement; *College Students; Cooperation; Females; *Group Dynamics; *Group Experience; Higher Education; Models; *Thinking Skills

This paper examines how levels of cognitive development affect

(ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; Inservice Teacher Education; *Instructional Effectiveness; Instructional Material Evaluation; *Learning Activities; Mathematics Achievement; Mathematics Education; *Mathematics Materials; Middle Schools; Research and Development; Rural Schools; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Tennessee

Appalachia Educational Laboratory's Rural Excel program collaborated with the Tennessee Center of Excellence for Science and Mathematics Education and with faculty at 21 local education agencies in rural Tennessee to evaluate implementation of the Tennessee Mathematics Activities Manuals for grades 5-8. The manuals each contain 54-67 activities organized into 8 curriculum strands, such as numeration, fractions, and geometry. Project activities involving 21 teachers and 1,655 students took place during the 1991-92 school year. With collaboration of participants, project staff gathered information about: (1) pre-implementation inservice training; (2) teachers' concerns during implementation (using the Concerns-Based Adoption Model); (3) teachers' actual use of activities; and (4) students' pre-project and post-project affect and achievement. Post-project telephone interviews gathered additional information about teachers' views and background. Results show that teachers used 80-90 percent of available activities; they rated the effectiveness of activities as "very good"; and the most frequently used activities were not always the ones teachers rated most highly for effectiveness. Overall changes in student affect and achievement were slight. Affective outcomes differed significantly by grade-placement (favoring students not in grade 7), while achievement outcomes were significantly related to average number of activities used per class and to gender (favoring males). Appendices contain sample activities, evaluation instruments, responses to items on affect scales, and a completed evaluation standards checklist. (KS)

ED 370 742 RC 019 638

The Whole Pole Catalogue of Exemplary Programs in Circumpolar Education. 1992-3 Edition.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; American Indian Education; American Indians; Canada Natives; *Cultural Education; Demonstration Programs; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Higher Education; *Indigenous Populations; Interdisciplinary Approach; Library Services; Program Descriptions; *Science Education; *Teacher Education
IDENTIFIERS- *Arctic; *Circumpolar Education

This catalog identifies exemplary educational programs endorsed by the Roger Lang Clearinghouse for Circumpolar Education. The epidemiology, social and medical indicators, prevention, and treatment. Youth entries includes studies of secondary-school and college students; studies that relate alcohol use or abuse to poor grades, dropping out, and delinquency; and descriptions of alcohol education and prevention programs. Includes author and title indexes. (SV)

ED 370 759 SE 052 883

Saul, Wendy, Ed.; Jagusch, Sybille A., Ed.
Vital Connections: Children, Science, and Books. Papers from a Symposium (Washington, D.C., November 20, 1986).
SPONS. AGENCY- Children's Literature Association.; Library of Congress, Washington, DC. Center for the Book.
PUB DATE- 91
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Books; Childrens Literature; Content Area Reading; Educational Research; Elementary Education; *Elementary School Science; Primary Education; Science Education; *Science Instruction; *Supplementary Reading Materials; *Textbooks
IDENTIFIERS- Hands on Science Activities

This monograph outlines important issues that surround the topic of children's science books. In the introduction, the role of books in hands-on science curricula is discussed. In the title essay of the collection, F. J. Rutherford argues against the reliance on textbooks in elementary school science, but yet feels that books are an essential part of science learning. In "Gaps and Emphases," L. Goldberg reviews trends in science book publishing. In the next section, six authors talk about their work with science books. The next section focuses on critical responses to the books authors produce. Details on selecting, editing, and evaluating science books are presented. The final section, "In the Library and Classroom," contains essays that present practitioner's reflections on the use of juvenile trade materials. The final section also contains two essays by educational researchers who have studied science books in the context of classroom and library. In "The Role of Science Books in the Primary Classroom," E. Chittenden presents the results of interviews with 46 kindergarten and primary teachers concerning the evaluation and role of science books in their classrooms. Also presented are the results of a children's science book inventory of public and school libraries. In the final essay, K. Ross presents student outcomes from three approaches to teaching: the traditional textbook-based, didactic science teaching; activity-based, discovery-oriented science teaching; and a conceptual change approach to science teaching. She concludes that both a textbook approach and an activity-based approach are problematic in giving students an understanding of science. She therefore advocates conceptual change teaching where science is related to experience so children can find their way around the neighborhood of science. (PR)

ED 370 760 SE 053 047

Guskey, Thomas R.; Passaro, Perry D.
How Mastery Learning Can Address Our Nation's Science Education Needs.
PUB DATE- 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1992).

DESCRIPTORS- *Biology; High Schools; Instructional Materials; Research Skills; Science Activities; Science Curriculum; *Science Experiments; *Science Instruction; Secondary School Science; *Teacher Developed Materials; Writing Skills
IDENTIFIERS- Hands on Science

One of the most valuable resources for obtaining exemplary instructional materials for the classroom is teachers. This booklet contains numerous laboratory activities compiled from submissions by recipients of the National Association of Biology Teachers' Outstanding Biology Teacher Award (1989-92). Topics are sorted into the following sections: (1) "Classification and taxonomy"; (2) "Genetics"; (3) "Variation and diversity of life"; (4) "Life processes"; (5) "Developing research and writing skills"; (6) "Student projects"; (7) "Using food in the classroom"; and (8) "Botany." (ZWH)

ED 370 780 SE 054 393

McWethy, Patricia J., Ed.
Basic Biological Concepts: What Should the World's Children Know? Proceedings from the International Union of Biological Sciences and the Commission for Biological Education (IUBS/CBE) Symposium (Colorado Springs, Colorado, August 30-September 5, 1992).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biological Sciences; Comparative Education; Elementary Secondary Education; Foreign Countries; International Education; *Science Curriculum; Science Education; *Science Instruction; *Scientific Concepts; Standards; Teachers

Science is not a phenomenon restricted to one group of people. Instead it is something that is experienced by all, though often its form is unrecognized. Because science is experienced by many, one would expect that different groups of people would share common experiences in science. In an effort to determine whether there are similarities in what various countries feel are the core elements of precollege biology education, a symposium was organized. Educators from around the world were brought together to share their countries' experiences in the design, adoption and assessment of curriculum, and teaching standards. Four basic questions were investigated: (1) What is a concept and what criteria can be used to define a biological concept?; (2) Are there commonalties among countries regarding curriculum standards and/or core concepts that are essential knowledge for all students?; (3) Are there commonalties among various countries of the world regarding the teaching strategies that work best in the classroom?; and (4) What assessment mechanisms have worked well in other countries, and are there any characteristics that can be identified as being essential in selecting appropriate assessment instruments? (ZWH)

ED 370 781 SE 054 394

Zuckerman, June Trop
Attributes Heeded When Representing an Osmosis Problem.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English

anchored science learning environments. The evaluated instruments (Science/Space Task Interest Survey, Science/Space Attitude Survey, and Science/Space Activity Survey) were developed to be used to study any space-related school science environment in middle and upper grades. The instruments were administered to 470 seventh-graders at two middle schools. The reliabilities of the scales in terms of internal consistencies and test-retest reliability were very high, and all instruments were useful for identifying meaningful differences in two populations. Copies of the instruments are not included in this document. (PR)

ED 370 805 SE 054 555

Hickey, Daniel T.; And Others
Using Content-Specific Interest To Evaluate Contemporary Science Learning Environments.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Astronomy; Classroom Environment; Classroom Research; *Educational Environment; Evaluation Methods; Grade 6; Intermediate Grades; Middle Schools; Science Activities; Science Curriculum; *Science Instruction; Science Programs; Space Sciences
IDENTIFIERS- Attitudes Toward Science

This paper describes a framework for studying and evaluating learning environments which contextualize school science content within a larger real-world scientific endeavor, such as carrying on a space mission. A central feature of this framework is its incorporation of recent research on content-specific personal interest. This framework was developed and tested in a pilot evaluation of the Challenger Learning Center's M.A.R.S. (Mission Assignment: Relief and Supply) learning activity. This activity consists of a series of classroom activities which prepare students for a simulated Mars mission at a museum-based learning center. The evaluation involved over 300 students, and provided evidence of the positive impact of this particular program on students' interests, attitudes, knowledge, and activities relative to both science and space science. This evaluation also demonstrated the usefulness of the framework which has been developed for studying contemporary science learning environments. (Author)

ED 370 806 SE 054 562

Gierl, Mark J.; And Others
A Student's Perspective on the Intrinsic Characteristics of the Single-Sex Physics Class.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Research; *Females; High Schools; *Males; *Physics; *Science Instruction; *Secondary School Science; *Sex Differences; Student Attitudes

strive for even handed opportunities and recognition for everyone. (LBG)

ED 370 825 SO 023 076

Spalter-Roth, Roberta M.; Hartmann, Heidi I.
Increasing Working Mothers' Earnings.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- Nov 91
NOTE- 153p.; For a summary of this report, see CE 066 264.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Dual Career Family; *Employed Parents; Employed Women; *Employment; Employment Patterns; Ethnicity; Heads of Households; Higher Education; *Human Capital; Labor Force; Marital Status; *Mothers; Occupational Information; Race; Social Science Research; *Wages

This document presents a study that views working mothers as primary or co-equal earners, who need wages sufficient to support their families. The study hypothesized that the complex socioeconomic trends of the last two decades have had more of an impact on working mothers' wages than have their specific family relations. The study employed a variety of descriptive and multivariate research techniques to test this hypothesis and investigated the impact of job, human capital, and family characteristics on the hourly wages of working mothers as they vary by race and ethnicity, marital status, and educational levels. After reviewing the demographic, family, human capital, and job characteristics, the study examined the significant predictors of working mothers' wages. The principal finding indicated that family related characteristics were not significant predictors of the wages of working mothers. Rather, the best indicators of a woman's hourly wage rate were her human capital and job characteristics. Based on these findings, the study then estimated the impact of a series of policy strategies that can increase working mothers' earnings. The most effective policy strategies were found to be those that increase a woman's return to work experience to a white male level, her education, and her ability to stay in the workforce. A three pronged strategy that maximizes work experience, increases returns to experience, and increases working mothers' share of full time jobs, was the most effective policy of all those studied, positively impacting the wages of all groups of working mothers. (Author/DK)

ED 370 826 SO 023 159

Dahawy, Bayoumi Mohamed
The General Aims of Educational Development -- A Comparative Prospect.
PUB DATE- Jul 88
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Developmental Programs; *Educational Development; Educational Economics; *Educational Objectives; Educational Opportunities; Educational Planning; Educational Policy; Educational Strategies; Institutional Cooperation
IDENTIFIERS- *Egypt; *India

The inconsistency between norms prescribed by international agencies and the educational strategies suggested to put these

March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Comparative Analysis; Cultural Differences; *English (Second Language); *Helping Relationship; *Intercultural Communication; *Interpersonal Relationship; *Native Speakers; Questionnaires; *Sociocultural Patterns; Speech Acts

A study investigated different cultural perceptions of the appropriateness of advice-giving in native speakers of English (NSs) and non-native speakers (NNSs). Using a questionnaire, 172 NNS college students and 31 NS college students were administered a questionnaire in which 16 everyday situations involving either social superiors or peers were presented and several options for appropriate speech acts were offered. In each case, the choices were among (1) direct advice involving the modal "should," (2) hedged advice using "need to" or other softeners or hedging devices, lexical hedging ("maybe, I think"), or questions, and (3) indirect comment including no advice or suggestions. Results indicate that NSs and NNSs have similar perceptions of the social distance in situations with a superior or peer, but show substantial differences in the patterns of advice they viewed as the best choice. NNSs chose to advise the superior and peer with frequency and on topics that would not be considered appropriate in the Anglo-American culture. It is suggested that NNSs have a different goal orientation than NSs and may compensate for lack of access to appropriate second-language communicative and solidarity strategies by using accessible first- and second-language knowledge of politeness rules in inappropriate ways. Contains 52 references. (MSE)

ED 370 367 FL 022 093

Boronow, Yvette
Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7. Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 42p.; For the 1991-92 report, see ED 359 804.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Architecture; Attendance Patterns; *Bilingual Education Programs; Curriculum Development; Elementary Education; *English (Second Language); Inservice Teacher Education; Intensive Language Courses; Limited English Speaking; *Mathematics Instruction; *Native Language Instruction; Parent Participation; Program Evaluation; Second Language Instruction; Spanish Speaking; Staff Development; Student Attitudes
IDENTIFIERS- New York City Board of Education; *Project BEAM NY

Bilingual Education through Architectural Mathematics (Project BEAM) is a federally-funded program in its fourth year of operation in 1992-93. It served 226 limited-English-proficient Spanish-speaking students in two Bronx (New York) elementary schools. Students received instruction in English as a second language (ESL), native language arts (NLA), and mathematics through study of architecture. Parent involvement and staff development activities were also important program components.

as contract negotiations, while improving their English comprehension and communication skills. This method teaches communication, presentation, teamwork, information gathering, and writing skills while introducing students to various fields of business. The teacher's role in the case study approach consists of introducing cases, leading discussions, acting as a resource person, and providing feedback to the students. The approach allows students to explore areas of interest or expertise and is student-centered, thus encouraging students to take responsibility for their success in the course. (MDM)

ED 370 386 FL 022 142

Gegerias, Mary
Jeu de cartes or Jeu Descartes: Business Cards in a French Course for the Professions.
PUB DATE- 93
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Classroom Techniques; *French; Higher Education; Idioms; Illustrations; Language Usage; *Second Language Instruction; Student Attitudes; Teaching Methods
IDENTIFIERS- *Business Cards

This paper discusses the use of French business cards in a college-level French language and culture course for professionals. Among other assignments, students were each given a different card and asked to speak about the design of their card, the business represented, idiomatic expressions and historical allusions on the card, and the use of business cards in France. Students also discussed the relevance of the often ornate and literary cards, as well as the influence of American words and expressions on French business communication. Examples of seven cards are reproduced. (MDM)

ED 370 387 FL 022 143

McCullough, Brenda
French for Business: A Case Study.
PUB DATE- 93
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Business Skills; Case Studies; *Class Activities; *Classroom Techniques; Course Descriptions; *French; Higher Education; International Educational Exchange; *Languages for Special Purposes; *Second

Language Issues in Distance Education. Dunford Seminar Report (16th, England, United Kingdom, 1993).
PUB DATE- 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Style; Comparative Analysis; Costs; *Distance Education; *Educational Technology; Educational Television; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Inservice Teacher Education; Instructional Materials; *Language Role; Media Selection; Multimedia Instruction; Nontraditional Education; Open Universities; *Program Administration; Teacher Education; Teaching Methods; Teleconferencing
IDENTIFIERS- Mauritius; Open University (Great Britain); Zimbabwe

A collection of articles from a 1993 British seminar on language issues in distance education includes: "The End of Distance Education" (Iredale); "The Logistics of Distance Language Teaching" (Turner); "The Open University and Language Issues" (Floyd); "Language Issues in Distance Education at Tertiary Level" (Graddol); "Textual Strategies for Diverse Audiences" (Graddol); "In-Service Teacher Training: The Rotary Foundation Litraid Project in Zimbabwe" (Louw and Trewby); "Teacher Education and Empowerment" (Edge and Ellis); "Mauritius College of the Air" (Smith and Morrison); "Distance Learning for Non-Formal Education" (Dodds); "The Potential for Distance Education: The Linguistic Challenge, and Meeting that Challenge" (Slaven); "Language Issues in English Medium, Tertiary Level Distance Education Courses for ESL Learners" (Creed, Koul, and Parrott); "The Opportunity Cost of Distance Education" (Boyle); "The Practicalities of Running a Distance Learning Programme" (Walsh); "The Costs of Distance Education" (Morrison and Taylor); "Cognitive Styles and the Design of Instructional Materials" (Smith); "The Role of Computer Conferencing in Distance Education" (Pincas); "The Multimedia Teleschool: Telematics and Language Learning" (Jenning); "The Use of Satellites in Distance Education" (Brockley and Germaine); "BBC WSTV Presentation" (Ruddiford); "BBC English Workshop" (Farum, Norbrook, and Cox); "Appropriacy of Distance Learning Technologies for Particular Groups of Learners and Countries" (Moore); "What Have We Learned and Where Are We Going?" (Webber). Session summaries, a seminar schedule, and a list of participants are also included. (MSE)

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ED 370 407 FL 022 182

Lynch, Joanne
Cognitive Academic Language Learning Approach (Project CALLA), Community School District 2 Special Alternative Instruction Program. Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; Elementary Education; *English (Second Language); Inservice Teacher Education; *Limited English Speaking; Mathematics Instruction; Parent Participation; Program Effectiveness; Public Schools; Questionnaires; Reading Instruction; Science

is entirely in French, with examples given from the French language. The three approaches to transcription are: (1) text entered in standard typography and exiting in phonetic transcription with markers for rhythmic groupings; (2) text entered in poor typography, exiting as for (1) above; and (3) text entered in poor typography, exiting in standard typography. General considerations in developing such transcription approaches are noted, and details of the transcription method are outlined. These aspects of the three transcription methods are then examined: treatment of words whose pronunciation or spelling is ambiguous; grammatical analysis parameters and methods; contextual analysis; reliability of the linguistic and textual analyses; treatment of foreign words and other linguistic anomalies. (MSE)

ED 370 431 FL 022 209

Baron, Naomi S.
Growing Up with Language: How Children Learn To Talk.
PUB DATE- 92
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingualism; *Child Language; Discourse Analysis; Early Childhood Education; *Language Acquisition; Language Attitudes; Language Patterns; *Learning Strategies; Literacy; Parent Child Relationship; Psycholinguistics; *Speech Communication; *Verbal Development; *Young Children

This book is designed to provide practical advice to parents and educators on the language acquisition process. Citing numerous case studies and anecdotal examples, it explains how children learn to talk and acquire language. Chapter 1 serves as an introduction to language acquisition, explaining the components, forms, and structure of language. Chapter 2 focuses on language development in infants from birth to the time they articulate their first words, exploring how conversational imperative drives children's early attempts at communication. Chapter 3 focuses on the transition period from single words to structured phrases, when young toddlers are able to express a wealth of information through a handful of sounds, words, and conversational techniques. Chapter 4 and 5 analyze the language strategies of preschoolers as they move from the earliest stages of grammar to becoming saturated speakers of the language. Chapter 6 looks at how children learn to reflect on language, to function in two languages, and to develop facility with other language modalities. Chapter 7 draws together information from the early months of life through age 5 or 6 on how children in a literate society become acculturated in reading and writing. Contains 30 pages of notes, references, and information sources. (MDM)

ED 370 432 FL 022 210

Gatto, Angelo
Curriculum Options for Pupil Enrichment (Project COPE). Bilingual Special Alternative Instructional Program. Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 38p.
LANGUAGE- English

quantitative data. Report-related data, data summaries, and notes on methodological issues and a bibliography are appended. A companion volume summarizes findings on specific issues and makes recommendations for policy and action. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 451 FL 800 771

Solorzano, Ronald W.
Conducting a Spanish National Adult Literacy Survey: A Discussion of the Issues.
PUB DATE- Apr 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; Information Needs; *Language Research; *National Surveys; Questionnaires; Rating Scales; *Research Design; *Research Methodology; Sampling; Spanish; *Spanish Speaking; Test Construction
IDENTIFIERS- *National Adult Literacy Survey (NCES)

A discussion of issues concerning the feasibility of conducting a Spanish version of the National Adult Literacy Survey (NALS) is presented. The discussion is based on a 1992 seminar to address linguistic, political, and logistic concerns in such an undertaking. While the experience with the NALS guided discussion, the primary focus was on special issues concerning a Spanish version: (1) purposes and uses of a Spanish NALS; (2) issues in task (item) development, including format, translation, language style or variation used, content, structure and nature; (3) relationship to other national assessments using similar constructs; (4) issues in pretesting and population sampling; and (5) scaling of tasks, i.e., similar to or different from tasks on the three (prose, document, quantitative) scales in the English version. In each of these five categories, the comments of practitioners, policymakers, researchers, and program evaluators participating in the seminar are summarized. The report concludes with recommendations for development of a Spanish version of the NALS. Appended materials include a list of seminar participants, and a participant feedback form. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 452 FL 800 774

Biles, James J.; And Others
A Guide for the Volunteer Tutor.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Tests; Adult Basic Education; Adult Education; Class Activities; Classroom Techniques; Cloze Procedure; Cultural Differences; *Curriculum Development; Diagnostic Tests; *English (Second Language); Grammar; Language Skills; Limited English Speaking; Mathematics Skills; Pattern Drills (Language); Prewriting; Reading Instruction; Reading

industry fail to take opportunities presented by the resources of the science base. The study conducted case study interviews with representative of the 47 firms, surveyed academics in related fields, conducted case studies of six national laboratories, and interviewed policymakers, representatives of trade associations, and other interested parties. Analysis of findings suggested that regulation has caused the science base, particularly in electronics, in each country to be increasingly caught up in an information market. In addition each country was found to provide different levels of uncertainty to industry in the kind of research undertaken and the skills of scientists and engineers. A major factor influencing exploitation of the science base was interaction between people in industry and the science bases. Such interactions create essential networks, provide vital training for both sides and give critical insights into respective roles and expectations of participants. (Contains 33 references.) (JB)

ED 370 470 HE 027 429

Challenges, Realities, Strategies: The Master Plan for Florida Postsecondary Education for the 21st Century.
PUB DATE- 22 Sep 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Administration; College Planning; Diversity (Institutional); *Educational Finance; Educational Resources; Futures (of Society); *Higher Education; *Labor Force Development; Long Range Planning; *Master Plans; Minority Groups; Productivity; Resource Allocation; State Aid; *Statewide Planning
IDENTIFIERS- Diversity (Student); *Florida

A new master plan for higher education in Florida is presented which focuses on the central challenges facing the state and its higher education institutions. The following sections address three key challenges and suggest strategies to help policymakers and governing boards promote positive change. The section on the challenge of improved use of educational resources addresses increased productivity despite limited resources, the necessity of educating more students, and issues of quality, access, and interdependence between institutions. The next section addresses the challenge of economic and human resource development to ensure Florida's competitive place in the world economy and the need to meet the needs of the state's diverse population. The challenge of flexible management is addressed in the third section which argues that postsecondary education cannot expect growth in per student funding to match the increasing demands and costs of quality postsecondary education. Thus new flexible management models for cost reduction, resource allocation, and revenue enhancement must be designed and implemented. A 73-page "Supplement," separately published at the same time as the plan itself, and appended here, provides an extended picture of the advice, research, testimony, and discussion that contributed to the Plan's development, beginning with excerpts from the experts who contributed to the 'Preliminary Scan" with which the planning process began, followed by major demographic indicators that outline the context in which Florida and the "Master Plan" must operate. Each of the major challenges outlined in the Plan is addressed in the supplement in greater detail with statistical documentation, specific strategies, and where appropriate, address, telephone and FAX number of a contact person. (JB)

ED 370 489 HE 027 449

Jolly, Paul, Ed.; Hudley, Dorothea M., Ed.
AAMC Data Book. Statistical Information Related to Medical Education.
PUB DATE- Jan 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); Accreditation (Institutions); Biomedicine; Compensation (Remuneration); Cost Indexes; Degrees (Academic); Educational Finance; Ethnicity; Financial Support; Graduate Study; Health Care Costs; Higher Education; *Medical School Faculty; *Medical Schools; *Medical Students; Minority Groups; Physicians; Post Doctoral Education; Specialists; Specialization; *Statistical Data; Student Financial Aid; Tables (Data); Teaching Hospitals

This 1994 version of an annual data book on United States medical education offers extensive data on 12 topics which are fundamental or most frequently requested. Data sources include the Association of American Medical Colleges, the Educational Commission for Foreign Medical Graduates, the National Institutes of Health, Health Care Financing Administration, the Commonwealth Fund, the National Resident Matching Program, and other government agencies. Each section contains two or more tables of data on a particular topic and each table indicates the month in which its data was most recently updated. The following topics are covered: (1) accredited schools; (2) applicants and students; (3) faculty; (4) financing medical schools; (5) student financing; (6) graduate medical education (especially resident matching program data); (7) teaching hospitals; (8) health care financing; (9) biomedical services (national and National Institutes of Health support); (10) physician services (federal and non-federal physicians and related population data); (11) faculty and physician compensation; and (12) general (historical price indices and federal expenditures as fractions of gross domestic product). (JB)

ED 370 490 HE 027 450

Bickel, Janet
Promoting Medical Students' Ethical Development: A Resource Guide.
PUB DATE- Oct 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Admission (School); Codes of Ethics; Curriculum Development; *Ethical Instruction; Ethics; Graduate Study; Higher Education; Medical Research; Medical School Faculty; *Medical Schools; *Medical Students; *Physicians; Program Descriptions; Selective Admission; Student Evaluation; Teaching Hospitals

This guide compiles information reported by medical schools on their efforts to help students develop a sound code of professional ethics. The introduction opens with background information on an Association of American Medical Colleges (AAMC) 1992 survey of medical schools and on why it is imperative that schools assist medical students' ethical

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; Civil Rights; *College Faculty; Employed Women; *Equal Opportunities (Jobs); *Feminism; Higher Education; Sex Bias; *Sex Discrimination; Sex Fairness; Tokenism; *Women Faculty

This paper examines the unequal status of women in academic life from the ideological framework of the women's movement and issues a call to action to change this position. The paper discusses the following issues: (1) persons in the majority culture highlight the differences between them and the minority by exaggerating their culture; (2) the imbalance in numbers causes people to be preoccupied with how to behave toward each other; (3) most curricular materials effectively eliminate women or perpetuate sex role stereotyping; (4) universities that engage only one half of its population in its governance, conduct, and exchange of ideas lack a balanced viewpoint; (5) women academics are victims of sexual harassment, which also impacts on women's equality; and (7) the movement of women into equal ranks in the academy is a threat to its very existence as a patriarchy. The paper concludes that women must take it upon themselves to protest unequal treatment and sexism in their workplace, and they must do this in spite of the prevalent cultural taboos against questioning the practices of the academy. (Contains 15 references.) (JDD)

ED 370 510 HE 027 470

Ohia, Uche; Hayes, Delores M.
Connecting Assessment, Testing and Faculty Development: The Vision of Excellence at Virginia Union University.
PUB DATE- Nov 93
NOTE- 29p.; Paper presented at the Annual Conference of the Virginia Assessment Group (7th, Richmond, VA, November 11-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *College Faculty; College Outcomes Assessment; Competency Based Education; *Faculty Development; Higher Education; Inservice Teacher Education; Instructional Improvement; *Integrated Activities; Outcomes of Education; Staff Role; *Student Evaluation; Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Testing Programs
IDENTIFIERS- *Virginia Union University

At Virginia Union University, an historically black institution in Richmond, Virginia, assessment, testing, and faculty development are connected in a systematic approach designed to determine what students need to know, demonstrate how much students know, and decide what needs to be done to enhance student learning through teaching effectiveness. Student competencies, in terms of program and course outcomes, are developed by faculty. The value-added approach is used in monitoring student progress from the time of entering Virginia Union to the time of separation. Standardized instruments and in-house tests are used to measure progress in students' skill development. Observed deficiencies in students' knowledge and skill development are targeted and addressed through programmed changes in teaching techniques and through application of technology and other innovations. Student evaluation of instruction is used to evaluate the effectiveness of individual faculty. Faculty development activities focus on development of

PUB DATE- 94

NOTE- 62p.; M.A. Thesis, California State Polytechnic University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Measures; *Computer Assisted Instruction; *Computer Attitudes; *Computer Literacy; Elementary Secondary Education; Foreign Countries; Higher Education; Questionnaires; *Teacher Attitudes; Teacher Education

IDENTIFIERS- *Nigeria; Teacher Surveys

This study explored the wide range of computer attitudes among Nigerian teachers in relation to their computer knowledge and skills. Positive as well as negative attitudes were also investigated. The study utilized a questionnaire to survey a group of teachers who were undergoing a Sandwich (summer) program at the Alvan Ikoku College of Education (Owerri, Nigeria). Using a Likert scale model, the subjects rated their attitudes toward the use of computer technology in education from 1 (strongly agree) to 5 (strongly disagree). Fifty-six teachers completed the questionnaires. Findings indicated that the majority of the teachers who have positive attitudes toward computer education have little or no computer skills and knowledge. A copy of the computer attitude questionnaire is included. (Contains 43 references.) (Author/MES)

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ED 370 529 IR 016 644

Microcomputers in Alberta Schools--1993.

PUB DATE- 93

NOTE- 26p.; For the 1986 report, see ED 282 540.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Computer Peripherals; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Foreign Countries; *Microcomputers; School Districts; School Policy; School Surveys; State Surveys; Tables (Data)

IDENTIFIERS- Access to Computers; *Alberta

This survey was conducted to provide a picture of how microcomputers were used in Alberta (Canada) schools in 1993. Questionnaires were sent to 125 school jurisdictions, with a return rate of 76%, and 1,524 schools, with a return rate of 87%. Data were collected on total number of computers in use, computer use by brand, expected purchase of computers, peripherals in use, location in the school, access to computers, access to computers beyond class time, administrative uses of computers, teacher uses of computers, subject area uses of computers, other technologies, jurisdiction policies, school policies, and hardware maintenance. (MES)

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ED 370 530 IR 016 645

Henderson, David L.; Renfrow, Raylene

Computers in Schools of Southeast Texas in 1991.

PUB DATE- Feb 92

NOTE- 12p.; For a 1994 study, see ED 369 735.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Centers; *Computer Literacy; Computer Networks; *Computer Uses in Education; Elementary Secondary the National Commission on Libraries and Information Services (NCLIS) include: (1) planning for and the coordination of the second White House Conference on Library and Information Services (WHCLIS); (2) technical amendments to the NCLIS enabling legislation; (3) continuing progress in a cooperative program with the National Center for Education Statistics (NCES) to obtain and disseminate library statistics; (4) two regional hearings held to obtain information on the status of library and information services to Native Americans and to receive recommendations for the kinds of services required to meet the needs of tribes living in those areas; (5) work with the Legislative Reference Division of the Office of Management and Budget to review proposed, pending, and enrolled legislation for the executive and legislative branches; (6) dissemination and promotion of the adoption of the Principles of Public Information; (7) active involvement in the National Forum on Information Literacy and other literacy-related activities including the reprinting of the proceedings of a 1989 symposium co-sponsored by NCLIS and the American Association of School Librarians (AASL); and (8) cooperation with the Department of State in monitoring and coordinating proposals for International Conventions and Scientific Organizations Contributions (ICSOC) grants and disbursing the funds. A report on personnel and administration concludes the report. Appendices include copies of the law authorizing the NCLIS and amendments to this law, as well as the law authorizing the White House Conference; a listing of selected major NCLIS accomplishments, 1970-1991; a list of NCLIS publications, 1971-1991; information about current and former Commission members; and a fiscal statement. (KRN)

ED 370 547 IR 054 987

Partridge, Dorothy J.
Extended In-School Suspension Schools in Georgia and Their Library Services and Materials.
PUB DATE- 94
NOTE- 53p.; Specialist in Education Project, Georgia State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160), Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Audiovisual Aids; Elementary Secondary Education; Evaluation Methods; *In School Suspension; *Learning Resources Centers; *Library Collections; Library Personnel; *Library Services; Public Libraries; Questionnaires; *School Libraries; School Surveys; State Surveys; Tables (Data)
IDENTIFIERS- Georgia; School Public Library Cooperation

The purpose of this study was to identify the types of library services and materials that are provided to extended in-school suspension schools (n=47) in Georgia. A 20-item questionnaire was designed to gather data to answer the following research questions: (1) Is the extended in-school suspension school large enough to have a library media center? (2) Does it have a full-time library media specialist? (3) Does the local public library assist in giving library service to the extended in-school suspension schools? (4) What types and numbers of audio-visual equipment are available in extended in-school suspension schools? (5) What kind of books (e.g., fiction, non-fiction, reference) does the extended in-school suspension school have? and (6) How do the extended in-school suspension schools rate the quality of their library services and materials? A copy of the survey and cover letter are appended. (Contains 15 story. As a result, picture books have the potential to influence a child's view of other cultures. Currently, only three percent of picture books represent minority cultures. This results in two negative consequences: minority children may not see their own image reflected in books, and majority children may receive a distorted view of the real world. Also, the books that do represent minority cultures may represent them inaccurately or show stereotypical images. Multicultural literature introduces children to the values of other cultures. The reflection of these images should be evaluated for accuracy and presence of stereotypes. With multicultural literature, children gain a validation of their own background and values as well as an introduction to other cultures. Criteria for evaluating multicultural literature are also included. (Contains 28 references.) (JLB)

ED 370 571 IR 055 024

Cleaver, Betty P.; Erdman, Barbara
Changing Images of Alice.
PUB DATE- 93
NOTE- 12p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artists; Authors; *Childrens Literature; Cultural Images; *Illustrations; Stereotypes
IDENTIFIERS- *Alice in Wonderland; Historical Background

This paper examines the depiction of Alice in illustrated versions of "Alice in Wonderland" by Lewis Carroll. The primary concern was to determine if the character of Alice had changed historically through the interpretation of different illustrators and to determine what the changes were and what their impact might have on the interpretation of the study. Eighteen different illustrators' versions of Alice published between 1965 and 1993 were analyzed. The analysis found that, although the character of Alice was presented differently through time, there were no major changes to the story. With the exception of two multicultural versions, Alice was always drawn in a short dress with a pinafore and sash, even when portrayed as an active girl. There have been no new interpretations of the setting since the original illustrations by John Tenniel. This probably reflects that the original illustrations are considered to be a classic that most illustrators do not want to change drastically. (Contains 15 references.) (JLB)

ED 370 572 IR 055 025

Feinstein, Hermine; Hagerty, Robert
Visual Literacy in General Education at the University of Cincinnati.
PUB DATE- 93
NOTE- 10p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

natural part of their world. (Contains 33 references.) (SLD)

ED 370 590 IR 055 043

Whitmore, Evonne H.
Examining the Impact of the Channel One School Newscasts.
PUB DATE- 93
NOTE- 10p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Broadcast Journalism; *Current Events; Educational Television; Grade 10; Grade 11; High Schools; High School Students; Knowledge Level; Mass Media Use; Multiple Choice Tests; *News Reporting; Program Evaluation; *Student Attitudes; Tables (Data); *Television Viewing
IDENTIFIERS- *Channel One

The impact of the Channel One school newscasts on student knowledge of current events and on student attitudes was studied with tenth and eleventh graders in six suburban high schools in the Midwest. Three schools (464 students) received the newscast and the remaining schools (604 subjects) did not. Current events knowledge was assessed with a 20-item multiple choice test. Participants were also given a brief survey about their news interests and media consumption habits. There were no significant differences between the groups in terms of media use habits and interest in topics presented in news media. Students from the Channel One group scored better than the others on the current events test, although the difference was not as great as expected. The format of the program, its relatively small hard news content, and the distractions of the in-school viewing situation may account for the relatively small influence of the programs. In addition, most students preferred stories that dealt with sports and entertainment, so that student interest in hard news was not great to begin with. In general, results are consistent with those from other research. (Contains 30 references.) (SLD)

ED 370 591 IR 055 044

Russel, Anne L.
Viewers' Contributions to a Photograph.
PUB DATE- 93
NOTE- 11p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Audience Response; College Faculty; College Students; *Communication (Thought Transfer); Elementary Education; Elementary School Students; Foreign Countries; Higher Education; *Interpretive Skills; Memory; *Photographs; Photography; Visual Literacy
IDENTIFIERS- Australia

Five different ways that viewers conceptualize and take stances toward a photograph are identified from a study that involved 384 written responses to a photograph. Subjects included 63 whether their goals have been met. Descriptions are also provided of several of the Institute's partnerships with businesses and the City of Portland. Tips on beginning quality partnership programs are presented, underscoring the importance of providing the right service, helping organizations and employees become learners, being flexible, keeping communication lines open, customizing each partnership, and paying attention to training outcomes. Next, a brochure for businesses describes the Institute's TQM certificate program, Zenger Miller's "FrontLine Leadership" workshops, the Management/Supervisory Development Program, Diversity Training, and Custom Tailored In-House Training and Delivery. Finally, a schedule of classes and workshops is presented, including a description of offerings and information on teachers, costs, and schedules. (AC)

ED 370 612 JC 940 297

Romano, Richard; Moreno, Luis
Response Errors in Reports of Parental Income by Community College Freshmen. Working Paper Series No. 1-94.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Community Colleges; Comparative Analysis; Disclosure; *Error Patterns; *Family Income; *Financial Aid Applicants; *Reliability; *Research Problems; School Surveys; Student Financial Aid; Student Records; Two Year Colleges; *Two Year College Students

A study was conducted by New York's Broome Community College (BCC) to compare student-reported parental income with income reported by the students' parents on their 1982 tax records. Student reports of parental income were obtained from a survey administered to students entering BCC in fall 1983. The college had parents' federal income tax records on file for the 126 students from this group who applied for financial aid. Six variables were chosen as being potentially useful in explaining the accuracy of reports of parental income: age, sex, average grade in high school, education of father, occupation of father, and intended major. The sample included only one married and one black student, who were subsequently removed from the sample. Compared with similar studies on the subject, students in the BCC study were more likely to estimate their parents' income accurately: 37.3% checked the accurate income class on the entering-student survey; 29.4% underreported income; and 33.3% overreported it. Over 65% of the respondents were within $6,000 of an accurate response. Accurate responses were more likely to be given by females, students whose fathers had a low job status and/or a high school education or less, students with a B average in high school, and students enrolled in a non-transfer major. The study findings suggested that students who apply for financial aid are more accurate in estimating their parents' income than the general population of students, and that students from disadvantaged backgrounds report more accurately than students from higher socioeconomic backgrounds. The most important limitation of this study is that the all-white sample is not representative of the heterogeneous student population of community colleges. (KP)

ED 370 613 JC 940 298

Assessment of Student Academic Achievement.

Association was incorporated as the North Carolina Association of Community Educational Institutions on February 13, 1968. The nine original directors were: Paul H. Thompson of Fayetteville; Dr. Robert Lee Humber of Greenville; James W. Pierce of Burlington; James H. Atkins of Gastonia; John M. Barnes of Arden; Dr. Jesse C. Fisher of Whiteville; Robert R. Smoak of Wilkesboro; H. Clifton Blue of Aberdeen; and Robert L. Taylor of Charlotte. The primary source for this narrative history was the association's minutes since 1966. Other sources were files and notes from previous research; interviews with Helen B. Dowdy, the NCACCT's executive director; and interviews with Dr. Ben E. Fountain, Jr., former state president of the North Carolina Department of Community Colleges. (KP)

ED 370 629 JC 940 328

Sanssouci, Yves
Community Colleges and Leadership: An Exercise in Convergence.
PUB DATE- 28 May 94
NOTE- 92p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Ottawa, Ontario, Canada, May 26-28, 1994). Printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Foreign Countries; *Leadership Qualities; Leadership Responsibility; Leadership Styles; Management Development; School Responsibility; Two Year Colleges
IDENTIFIERS- Canada

Arguing that Canadian colleges and institutes will be increasingly invited to provide strong leadership in their communities at educational, cultural, economic, and social levels, this paper discusses the conditions that will promote the growth of leadership in Canada's colleges and institutes and identifies ways that managers, teachers, students, and citizens can promote this growth. The paper begins by discussing the position held and role played by school in society now and in the past, and specifically its involvement in the community. After defining what a college (e.g., community college, technical training school, or center for professional development) should be, the paper deals with the notion of leadership and the traits found in the individuals and groups who assume leadership functions in their respective environments. Next, an attempt is made to clarify in what manner leadership is distinct from management and to show how these two functions are complementary and essential in a well-run organization. The paper then analyzes the various forms under which leadership can be carried out in Canadian colleges and institutes, using as examples cases of individual, institutional, and community leadership found at college Edouard-Montpetit. The paper closes with a series of questions concerning leadership. A notebook for note taking is provided. (KP)

ED 370 630 JC 940 329

Comor-Jacobs, Annie
Meeting the Needs of Diverse Students in the Classroom.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994); document contains photographs which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Audiovisual Centers; Audiovisual Instruction; *College Second Language Programs; Community Colleges; *Computer Assisted Instruction; Computer Assisted Testing; Educational Technology; *Interactive Video; *Language Laboratories; Satellites (Aerospace); Second Language Learning; *Sign Language; Two Year Colleges

Johnson County Community College, in Kansas, recently implemented a unique laboratory combining interactive video, computers, and peer tutors to support its speech communication, foreign language, and interpreter training departments. The facility is equipped with 15 interactive, video-based work stations, costing $3,930 each; four computer stations; and a video-recording studio with a camcorder and monitor. Sign language interpreter training students use the lab to complete skills tests in a fraction of the time individual interviews would require. A library of over 200 videotapes is also kept in the lab for students to practice signing, and members of the local deaf community produce additional tapes. Foreign language students view videotapes of foreign language television programs purchased from PBS and the lab currently employs peer tutors for sign, Spanish, French, and German languages. In addition, a world-wide television satellite is being installed to form the core of foreign language lab instruction in the near future. Finally, students in public speaking and interpersonal communication classes use the lab to watch speech-related videos and to videotape their speeches for self-critique. A large variety of video programs, motion pictures, and collections of speeches are available in addition to a computer program for organizing speech outlines. (KP)

ED 370 648 JC 940 353

Pezzoli, J. A.; McOmber, Phyllis
An Academic Development Plan for Post-Secondary Education on the Multi-Ethnic Island of Lana'i.
PUB DATE- 30 Jun 93
NOTE- 21p.; For the needs assessment survey, see JC 940 354.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Community Development; Curriculum Development; Educational Development; Educational Needs; *Educational Objectives; *Education Service Centers; *Facility Planning; Long Range Planning; *Multicampus Colleges; *Needs Assessment; Partnerships in Education; Two Year Colleges
IDENTIFIERS- Hawaii (Lanai); *University of Hawaii Maui Community College

In 1980, Maui Community College (MCC) established the Lana'i Education Center (LEC) on the island of Lana'i to provide courses and services to island residents. Related to MCC's college-wide planning document, this Academic Development Plan outlines the planning strategies, long-range goals, and

20.7% less than the average for 16 similar institutions nationwide and University of California's chancellors received 14.5% less than the mean for selected universities nationwide. Detailed reports for the CCC, CSU, and UC are appended. Contains 12 references.) (KP)

ED 370 665 JC 940 376

Luna, Wilson
An Assessment of the Adult Learners' Needs at Gateway Community-Technical College.
PUB DATE- Dec 93
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Community Colleges; Course Selection (Students); Educational Assessment; *Educational Needs; Needs Assessment; Relevance (Education); *Student Characteristics; *Student Educational Objectives; *Student Needs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- ACT Adult Learner Needs Assessment; Gateway Community Technical College CT

A study was conducted to assess the needs of adult learners at Gateway Community-Technical College (GCTC), in North Haven, Connecticut. An extended literature review resulted the choice of the three-part Adult Learner Needs Assessment Survey (ALNAS). In spring 1993, the ALNAS was administered to adult learners in classes at GCTC, resulting in 400 completed surveys representing 70% of the adult population at GCTC. Results for the first section of the ALNAS, which included inquiries into participants background, indicated that 65.3% of respondents were between the ages of 23 and 44, 77% of respondents were male, and 69.4% of respondents did not have a college degree. Results for the second section, which investigated the educational plans and references of participants, indicated that 77% of respondents planned to continue their education, 52.3% of respondents cited improving their income as a major reason for continuing their education, while 54.4% reported that learning to solve personal and communication problems was not a reason. Results for the final section, focusing on the personal and educational needs of adult learners, indicated that the five most important issues were improving writing, test taking, study, and mathematical skills and learning about job opportunities, while the five least important issues were obtaining child care services, coping as a single parent, navigating the campus, dealing with divorce, and obtaining services for a physical disability. The survey instrument, transmittal letter, and results of ALNAS are appended. (MAB)

ED 370 666 JC 940 377

Activities in Support of Two-Year College Science, Engineering, Technology, and Mathematics Education, Fiscal Year 1993. Highlights.
PUB DATE- 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Community Colleges; *Curriculum

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- *Adolescents; Ancillary School Services; Child Health; *Children; Community Programs; *Day Care; Disabilities; Family Programs; Foreign Countries; Juvenile Justice; Parent Education; Recreational Programs; Residential Programs; *Youth Programs
IDENTIFIERS- *Canada; Child Life Programs; School Based Child Care Centers

This book provides a comprehensive analysis of the child and youth care field in Canada. It covers a spectrum of key concerns within the field of child and youth care, and presents an analysis that spans a variety of program areas. The 12 chapters in the book are: (1) "The Scope of Child and Youth Care in Canada" (Roy Ferguson and others); (2) "Residential Child and Youth Care" (Gerry Fewster and Thom Garfat); (3) "Child and Youth Care and the Canadian Youth Justice System" (Del Phillips and Barbara Maslowsky); (4) "Canadian School-based Child and Youth Care" (Carey Denholm and David Watkins); (5) "Child-Life Programs: Fostering Coping and Development of Children and Families in Health Settings" (Carolyn Larsen and others); (6) "Child Day Care in Canada: A Child and Youth Care Perspective" (Alan Pence and others); (7) "Infant Development Programs" (Dana Brynelsen and others); (8) "Child and Youth Care Work in the Community" (Peter Gabor and Valerie Kuehne); (9) "Recreation Services" (Gary Young and Kevin Pike); (10) "Children, Youth, and Disability: A Community Approach to Rehabilitation" (Roy Brown); (11) "Parent Education and Support: An Emerging Field for Child and Youth Care Work" (James Anglin and Robert Glossop); and (12) "The Future of Child and Youth Care in Canada" (Alan Pence and others). Each chapter includes references. (TJQ)

ED 370 685          PS 022 359

Extended Day Enrichment Program. Community Education. Operations Handbook.
PUB DATE- Jul 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Community Education; Elementary Education; *Elementary School Students; *Enrichment Activities; *Extended School Day; Program Implementation; *School Community Programs; School Community Relationship; School Involvement
IDENTIFIERS- *Orange County Public Schools FL

The Extended Day Enrichment Program in Orlando, Florida, is designed to enrich elementary school children's lives educationally, socially, culturally, emotionally, and physically, and to provide them with a safe and familiar setting after school. The program is a fee-supported community education program operated by Orange County (Florida) Public Schools and follows Florida Department of Education standards. A variety of recreational, social, and academically oriented activities plus a snack and homework time are a part of the daily program. This handbook contains all pertinent information for implementing and operating the program. Section 1 provides included. The "Did You Know" section is a list of some important points the team needs to know. Each topic has three levels of team building activities--"Simple Things To Do," "Things That Take Effort," and "For the Committed." The materials required for each activity are listed. Contains 33 references. (TJQ)

ED 370 704    PS 022 402

Williams, R. Bruce
More Than 50 Ways To Build Team Consensus.
PUB DATE- 93
NOTE- 254p.; For a related document, see PS 022 399.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Brainstorming; Cooperation; Cooperative Planning; Group Dynamics; Meetings; *Organizational Development; *Organizations (Groups); *Participative Decision Making; *Team Training; *Teamwork
IDENTIFIERS- *Consensus; Group Attitudes; Group Cohesion; *Management Styles

In today's workplace, organizations are moving from top-down, hierarchical decision making to team decisions based on consensus. This guide offers advice on setting the stage for team consensus to grow and on establishing an environment that fosters consensus. Topics of the four sections, the components of full consensus, are: (1) "Purposeful Vision," helpful for reinstating a team's awareness of the big picture and reviving some of the earlier energy manifested when the team was organized; (2) "Participative Processes," with strategies to channel and focus some of a team's energies if it has become argumentative or if one or two people tend to dominate; (3) "Individual Commitment," for helping team members accept responsibility; and (4) "Collaborative Teams," on teaching strong, competent individuals to work together. The section introductions include a review of the theory and research base behind some of the concepts used and give opinions of other experts and practitioners on consensus. The quotes at the beginning of each activity reinforce themes from the whole section. Each section includes a list of things the team needs to know and three levels of learning activities--"Simple Things To Do," "Things That Take Effort," and "For the Committed." Contains 38 references. (TJQ)

ED 370 705    PS 022 405

Infants and Toddlers: Dramatic Increases in Numbers Living in Poverty. Report to the Chairman, Subcommittee on Children, Family, Drugs and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Apr 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Early Childhood Education; Educational Attainment; Employment; *Family Characteristics; *Infants; Limited English Speaking; One Parent Family; *Parent Background; *Poverty; Poverty Programs; *Socioeconomic

participants' "adequateness" or ability to function in adventure groups. Twenty-three women who were newly elected or appointed officers of a university campus sorority participated in the study. Prior to the group experience, participants completed a paragraph-completion exercise to assess cognitive level. Large group activities were conducted at the beginning of the day. Then participants were divided into three groups by cognitive level. The cognitive levels reflect three types of cognitive development, i.e., dualism (with a simplistic dichotomy and conformity), transition (beginning to think in more than one way and to question authority), and multiplism (accepting different views). Small group activities consisted of problem-solving situations based on Project Adventure style challenges. Pre- and post-test group assessment indicated that the dualistic thinkers experienced the greatest increase in positive perception of group function. The multiplistic thinkers experienced a small increase. The transition group had the least positive group experience and had a slight decrease in their perception of group effectiveness. Comparison of a self-evaluation scale between groups and across pre-test and post-tests yielded results similar to that of the group assessment. The concept of "adequateness" influences the individual's capacity to understand and cooperate in challenging group activities. (LP)

ED 370 724 RC 019 112

McNutt, Roland
Developing a College Outing Program.
PUB DATE- 92
NOTE- 13p.; In: Proceedings of the 1991 International Conference on Outdoor Recreation (October 17-19, 1992, Moscow, Idaho); see RC 019 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adventure Education; *College Programs; *Educational Objectives; *Educational Philosophy; Higher Education; Leadership; *Outdoor Education; *Program Development; Program Implementation
IDENTIFIERS- Outdoor Leadership; *Outdoor Recreation

This paper provides guidelines and examples for developing a college outdoor education program. From a literature review, an examination of existing college outdoor programs, and the author's personal experiences with outdoor programming at the California State University (Chico), the following 15 steps in developing a program were derived: (1) developing a statement of philosophy, goals, and objectives; (2) considering methods of outdoor programming and administration, including clubs, common adventure programs, educational programs, and guided programs; (3) establishing funding based on scientific and economic rationale; (4) developing a ranking of student outdoor recreation needs and user patterns; (5) developing a risk management strategy; (6) obtaining a site; (7) obtaining equipment; (8) establishing a transportation policy; (9) developing a program of outdoor adventure pursuits; (10) developing a marketing and publicity strategy; (11) developing a staff; (12) planning instruction for outdoor leaders; (13) developing files of accumulated program knowledge; (14) developing manuals for program policies and procedures; and

Clearinghouse was established in 1989 to promote local control of Native education in the Arctic regions of Alaska, Canada, Greenland, Norway, Sweden, Finland, and Russia. Major challenges facing communities, educators, and researchers in the Arctic include: developing genuine culture-based materials; redefining the goals of schooling; developing new materials and programs; conducting research pertaining to instruction in traditional Native sciences; correcting deficiencies in science and math education; translating research by Arctic scientists into materials for school and community use; and identifying additional funding. This catalog describes 28 programs developed by teachers and administrators in elementary, junior high, and secondary science; elementary and secondary interdisciplinary programs; cultural education programs; teacher education programs; and programs involving educational evaluation and school district reorganization. Each profile includes grade level and contact information. Also included is information on library and other instructional resources related to circumpolar education, criteria for exemplary programs and a program nomination form, and a Clearinghouse publication order form. (LP)

ED 370 743 RC 019 642

Shaver, Lynda Dixon
Oklahoma Indians and the Cultural Deprivation of an Oklahoma Cherokee Family.
PUB DATE- Nov 93
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian History; American Indians; *Cherokee (Tribe); *Cultural Background; Ethnicity; *Family History; Federal Indian Relationship; Intermarriage; Personal Narratives; Racial Identification
IDENTIFIERS- *Oklahoma

This paper summarizes the history of Oklahoma Indians, highlights the Cherokee Nation of Oklahoma, and relates the story of the family of one Oklahoma Cherokee woman, Lou Jane Morgan Jernigan. Oklahoma is the state with the largest population of Indians, largely due to federal policy in the 19th century, which forced Indians into Oklahoma (or Indian) Territory. Federal policy sought to assimilate Indians into White culture, particularly by sending Indian children to boarding schools and relocating Indian families away from their tribes. Today, Oklahoma Indians represent a nondominant subculture. The history and culture of each tribe impact tribal members in varying degrees and diverse manners, as individuals experience assimilation to different extents, ranging from total to marginal. Indian students in White educational institutions often feel they must choose between cultures, and allegiance to family and home may lead to dropping out. The story of the Morgan-Jernigan family illustrates the dilemma of many Native people who live in an Anglo world and who must learn to survive in a different culture. The Cherokee Morgans intermarried, assimilated to a degree, and eventually moved to McIntosh County, Oklahoma. Lou Jane Morgan was born in Oklahoma and married Benjamin Harrison Jernigan. In the face of prevailing racism against Indians, she patterned her married life and raising of her nine children after the Irish culture into which

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Discovery Learning; Elementary Secondary Education; High Schools; *Mastery Learning; *Mastery Tests; Minimum Competencies; Minimum Competency Testing; Science Curriculum; *Science Education; Science Process Skills; Skills; Teacher Guidance
IDENTIFIERS- Missouri

Mastery learning can combine the strengths of direct instruction with the strengths of discovery learning. This paper describes how mastery learning is being used in Missouri schools to enhance the quality of instruction in science at all grade levels. In addition, the dramatic results in student science achievement that have occurred within the state since this program's inception are discussed. Missouri educators developed a list of science competencies all students should attain prior to completion of their secondary education. The Missouri Mastery Achievement Tests were developed using the principles that: (1) competencies should not be restricted to the easiest to assess; and (2) competencies and skills should be mainly higher order outcomes. (PR)

ED 370 761 SE 053 593

Southwell, Beth, Ed.; And Others
Space--The First and Final Frontier. Conference Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia (15th, Richmond, New South Wales, Australia, July 4-8, 1992).
PUB DATE- 92
NOTE- 622p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Calculus; Computer Uses in Education; Constructivism (Learning); Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Higher Education; Mathematical Concepts; Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Number Concepts; Preschool Education; Probability; Problem Solving; Secondary School Mathematics; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Asia; Australia; *Mathematics Education Research

A conference proceedings on mathematics education research contained the following keynote addresses: "Doing and Constructing Mathematics in Screen-Space" (Mason); "Students' Understanding of Geometry: Theoretical Perspectives" (Pegg); "The Australian Research Council and its Role in Supporting Education Research" (Brennan); "Bringing Theory into the Classroom: The School as a Learning Environment for Teachers" (Skemp); and "Australian Space--Pushing Back the Frontiers" (Harris). Paper presentations included the following: "Images and Definitions of Functions in Australian Schools and Universities" (Arnold); "Technology Enriched Instruction in Year 9 Algebra" (Asp et al.); "The Structured Classroom Interactions Schedule (SCIS): A Validation Study" (Atweh et al.); "Students' Manipulation of Algebra Symbols and Their Awareness of the Corresponding Conceptual Relationships" (Bell, Malone); "Challenging Primary Student Teachers' Views about Mathematics Education" (Biddulph); "The Graphics Calculator in Tertiary Mathematics" (Boers, Jones); "Constructivism, Learning

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Concept Formation; Constructivism (Learning); Diffusion (Physics); High Schools; High School Students; *Problem Solving; *Schemata (Cognition); *Science Instruction; Scientific Concepts; Secondary School Science
IDENTIFIERS- *Osmosis

Eighteen high school science students were involved in a study to determine what attributes in the problem statement they need when representing a typical osmosis problem. In order to realize this goal students were asked to solve problems aloud and to explain their answers. Included as a part of the results are the attributes that the students used to solve osmosis problems. The author hopes that this information can be used by teachers to guide students to construct more appropriate osmotic schemas. (ZWH)

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ED 370 782 SE 054 398

Wampold, Bruce E.; And Others
Social Interaction in Science Environments.
SPONS. AGENCY- Wisconsin Univ., Madison.
PUB DATE- 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Chemistry; Classroom Research; Higher Education; *Interpersonal Competence; Science Education; Science Laboratories; *Social Environment; *Work Environment

Understanding how people choose their work and educational environments and the dynamics that lead to satisfaction in these environments is critical to optimizing productivity and self actualization. The Strong Interest Inventory and the Social Skills Inventory were administered to 113 undergraduates to test the hypothesis that social types (Social, Enterprising, and Artistic) would have vis-a-vis task oriented types (Realistic, Investigative, and Artistic) strengths in the social skills needed to solve problems via social mechanisms, but no differences would be found on other social skills. It was found that the social types did indeed have relative strengths in those social skills related to social coping mechanisms. In addition to the aforementioned study, a qualitative study involving two academic chemistry laboratory groups was conducted to characterize the nature of the social interactions that are present in task oriented environments. The results revealed: (1) the members of the group were task oriented types; (2) the members expressed needs for social support and social interactions; (3) the members had below average skills in the social skills needed for social coping strategies; (4) the density of social interactions was relatively high; and (5) conflicts were solved via task solution rather than via social mechanisms. (ZWH)

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ED 370 783 SE 054 401

Bishop, Alan J., Ed.; And Others

IDENTIFIERS- *Single Sex Classes

Little is known about the intrinsic characteristics that distinguish single- and mixed-sex classrooms at the secondary level. To address this gap in knowledge, 19 Grade 11 students who were in a mixed-sex Physics 10 (during Grade 10) and a single-sex Physics 20 (during Grade 11) class were asked to compare the two environments. Twenty-four Grade 11 students who were in a mixed sex class also participated. All students had the same teacher and attended the same school during Physics 10 and 20. Students across the three classes did not differ in ability, in overall family income, or in perceptions of workload and content difficulty. In physics achievement, the females in the single-sex class performed equally well in Physics 10 and 20 whereas the males in the single-sex class performed better in Physics 10. The females in the single-sex class reported that Physics 20 was more involving, affiliative, orderly, and organized than Physics 10. They also reported that the teacher exerted less control in the single-sex context. Not surprisingly, the females in the single-sex class had a stronger preference for the gender-specific context of Physics 20 compared to the males in the single-sex class and students in the mixed-sex class. (Author)

ED 370 807 SE 054 570

NASA's Education Program.
PUB DATE- Sep 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Futures (of Society); Higher Education; *National Programs; Science Instruction; *Science Programs; *Technology Education
IDENTIFIERS- *National Aeronautics and Space Administration

America is faced with making systemic changes in education that will insure continuance of her leadership role in the 21st century. In an effort to make changes toward the aforementioned reforms, the federal government has charged 16 participating Federal agencies with achieving goals that will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in the economy. This article describes the strategic plan for education outlined by the National Aeronautics and Space Administration (NASA), one of the sixteen participating organizations. Included in the document are (1) a list of NASA's goals regarding education reform; (2) descriptions of programs, on the elementary, and secondary, and higher education level, designed to improve the technological competence of students; (3) technology and evaluation programs; (4) educational publications to supplement programs; and (5) a resource section which lists NASA's national and regional Teacher Resource Centers and introduces the reader to NASA's Central Operation of Resources for Educators (CORE). CORE distributes materials in audiovisual format. (ZWH)

ED 370 808 SE 054 572

Foundation for the Future.
PUB DATE- 94
NOTE- 37p.

norms into practice has created problems as is evident in the case studies of India and Egypt and the general aims of educational development in these two countries. In Egypt a policy of basic education had the support of world agencies that maintain a strong concern for general education and training in specific skills. The concern focused on social issues rather than with an attempt to develop individual human potential. The educational strategy of basic education in Egypt has derived directly from UNESCO documents concerning educational development: (1) everyone has the right to education; and (2) the initial conditions of educational development should be within the society itself and not come from outside. The methods suggested were inconsistent with the norms prescribed. In India, the most active proponents for the cause of management education were those with previous exposure to management training abroad, and a conflict existed in the minds of the instrumental elite groups between wanting political, economic, and cultural independence and welcoming foreign assistance and institutional transfers. In both cases, the size of the grant and the importance to the recipient to a large measure determined the degree of influence a donor agency exercised over the recipient. (CK)

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ED 370 827 SO 023 169

Herrera, Marina; Gaston, Maria Luisa
Quincentennial of Evangelization: A Time for Reflection and Action.
PUB DATE- 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indians; Blacks; Catholic Educators; *Catholics; *Christianity; *Culture Contact; Elementary Education; Hispanic American Culture; Instructional Materials; Multicultural Education; Nuns; Priests; Religious Education; Western Civilization; *World History
IDENTIFIERS- Columbus (Christopher); Columbus Quincentenary; *Evangelization; *Missionaries

This document is intended to help Catholic educators and their students examine efforts at evangelization over the 500 year period since Christopher Columbus' voyage united the eastern and western hemispheres. The first of three sections has study guides for teachers focusing on six themes: (1) the legacy of Columbus; (2) evangelization: then and now; (3) missionaries: witnesses to the Christian message; (4) the Americas: an encounter of peoples; (5) ecology and the Christian; and (6) the new America: an exchange of gifts. Each of these study guides has three parts: (1) a reflective article that gives the instructors some basic information on one of the six themes; (2) learning activities grouped by grade level that can be integrated into different subjects including mathematics, history, geography, literature, science, and religious studies; and (3) a list of resources that teachers may examine to expand their information base on the particular theme. The second section provides a list of resource material on topics dealing with the quincentennial of evangelization. This resource list is divided into 11 sections: (1) publications and video resources for the fifth centenary; (2) promotional resources; (3) liturgical resources; (4) educational or learning resources; (5) other publication resources; (6) newsletter

The program met its objectives for mathematics achievement, curriculum development, parent involvement, and student knowledge of and appreciation for architecture. While it met staff development objectives for instructional use of architecture and staff participation in workshops and conferences, it did not meet a staff development objective for enrollment in college courses. It did not meet objectives for ESL, NLA, or attendance. Recommendations for program improvement include: assessing reasons for lack of ESL achievement; considering intensive ESL literacy instruction, particularly for recent immigrants; exploring techniques to increase mathematics and NLA skills, possibly through peer tutoring and enrichment programming; reviewing the attendance objective; and encouraging project teachers to enroll in college courses. (Author/MSE)

ED 370 368 FL 022 095

Bodomo, Adams B.; van Oostendorp, Marc
Serial Verb Nominalisations in Dagaare.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- African Languages; Descriptive Linguistics; Foreign Countries; *Grammar; Language Patterns; *Linguistic Theory; *Sentence Diagraming; *Sentence Structure; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Dagari

This paper examines nominalization and serial verb construction (SVC) in Dagaare, a West African language. It discusses nominalization theory and its relation to Germanic languages such as English, German, and Dutch, using insights gained from the study of these languages to help illuminate nominalization in Dagaare and other similar West African languages. Serial verb nominalization (SVN) in Dagaare is then examined. SVN in Dagaare gives rise to a pattern in which the shared object precedes all verbal predicates, whereas normal SVC shows a pattern in which the direct object surfaces in between the governing verbs. Contains 21 references. (MDM)

ED 370 369 FL 022 114

Campora, Olga Kovarova
Czech for Americans. A Beginning Level Competency-Based Course.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 556p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Students; Competency Based Education; Conversational Language Courses; *Czech; *Daily Living Skills; Food; *Grammar; Health Services; Housing; Intercultural Communication; *Interpersonal Communication; Leisure Time; Second Language Instruction; *Second Languages; Telephone Usage Instruction; Transportation; Uncommonly Taught Languages; Vocabulary Development

The course in beginning-level Czech is designed for adult students and businesspersons needing to learn use of the

Language Instruction; Student Attitudes; Teaching Methods
IDENTIFIERS- *Oregon State University

The paper discusses the development and evolution of the French for Business undergraduate language course at Oregon State University, focusing on: (1) instructor preparation; (2) course structure; (3) course content; (4) the business student as teacher and mentor; (5) cultural exchanges with French-speaking business students; (6) oral and written communicative activities; (7) textbooks and supplemental materials; (8) problems encountered; and (9) new course goals. The course is designed for business students who have completed two years of French language instruction, but is open to any major. Students are required to learn basic information and vocabulary about the French economy, the European Community, the stock market, banking, buying and selling, and simple accounting. The students discuss topics collected from French newspapers and magazines, present oral reports, conduct case studies, and write business letters and resumes. The main problems faced by the instructor included not having had a business course at the college level, the range of student language levels within the class, and the increasing number of students taking the course. (MDM)

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ED 370 388 FL 022 146

Walsh, Cathleen
Developing Aural Proficiency Skills in the Business French Class.
PUB DATE- 93
NOTE- 8p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; *Business Communication; Class Activities; *Classroom Techniques; Course Descriptions; *French; Higher Education; Language Proficiency; Languages for Special Purposes; *Listening Comprehension; Listening Skills; *News Reporting; Second Language Instruction; Television
IDENTIFIERS- *Fordham University NY

This paper discusses the use of the re-broadcast of French television news (Le Journal de 20 Heures) as a tool to develop aural proficiency in college students enrolled in a business French course in the United States. Before viewing each 1- to 2-minute news segment, students complete vocabulary exercises and read a relevant newspaper article. After the viewing the segment, they listen to the audio portion of the tape several times, discuss the report, and answer questions in writing about the subject. Four general topics and specific segments that have been used in class are discussed in this paper: (1) foreign trade, specifically a segment on the European Airbus airliner; (2) international marketing, with a report on President Francois Mitterand's visit to Vietnam; (3) the Potain corporation and the current economic recession in France, specifically how the company has tried to preserve jobs; and (4) financial transactions and computerization, focusing on an electronic debit card being test-marketed in Denmark. Specific class activities and exercises for each segment are presented, as well as the advantages of using video in the foreign language classroom. (MDM)

Instruction; Second Language Instruction; Social Studies; Staff Development
IDENTIFIERS- Content Area Teaching; New York City Board of Education

Cognitive Academic Language Learning Approach (Project CALLA) was a federally funded program serving 960 limited-English-proficient students in 10 Manhattan (New York) elementary schools in 1992-93 its third year of operation. The project provided instruction in English as a Second Language (ESL), mathematics, science, and social studies in kindergarten through grade 6. Staff development workshops, individualized staff training, parent ESL instruction, and parent involvement activities were also important program components. The project met all its stated objectives in English language development and the content areas, staff development, and the parent involvement objective for understanding children's education, but not the parent involvement objective for parent participation in activities. It is suggested that in this case, either attendance records were inadequate or the participation level targeted was unrealistic. The major recommendation for program improvement was to modify this objective. Appended materials include lists of instructional materials, class schedule, and staff and parent questionnaires used in program evaluation. (MSE)

ED 370 408 FL 022 183

Duque, Diana L.
Computer-Based Junior High/Intermediate School Program of Transitional Bilingual Education, Community School District 3, Manhattan. Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; *English (Second Language); Inservice Teacher Education; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Effectiveness; Public Schools; Reading Instruction; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking; Staff Development; Transitional Programs
IDENTIFIERS- New York City Board of Education

The Computer-Based Junior High/Intermediate School Program of Transitional Bilingual Education was a federally funded program in its third year of operation in one intermediate school and two junior high schools in Manhattan (New York) in 1992-93. During this period, it served 244 native Spanish-speaking, limited-English-proficient (LEP) students in grades 6-9. Participating students received instruction in English as a second language (ESL), native language arts (NLA), science, mathematics, and social studies. Computer instruction and use were stressed, and computer-assisted instructional techniques were used in all instructional areas. Other program components included inservice teacher education, particularly to develop skills for teaching transitional bilingual education and ESL, and parental involvement activities, including workshops on high school choices, ESL, computer literacy, and school volunteering. The project met its objectives for ESL, science instruction, computer use, one level of staff development, and parental skill and knowledge development. It failed to meet its

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Arabic; Attendance Patterns; *Bilingual Education Programs; Career Awareness; Dropout Prevention; *English (Second Language); Greek; Haitian Creole; High Schools; Inservice Teacher Education; Italian; Korean; Limited English Speaking; Mathematics Instruction; Multicultural Education; *Native Language Instruction; *Office Occupations Education; Parent Participation; Polish; Program Evaluation; Russian; Science Instruction; Second Language Instruction; Social Studies; Staff Development; *Technology Education; Uncommonly Taught Languages; Urdu
IDENTIFIERS- New York City Board of Education; *Project COPE NY

Curriculum Options for Pupil Enrichment (Project COPE) is a federally-funded program that served 192 limited-English-proficient students in one Brooklyn (New York) high school in 1992-93, its first year of operation. Students were native speakers of Russian, Italian, Arabic, Urdu, Korean, Vietnamese, Polish, Haitian, and Greek. They received instruction in English as a second language (ESL), native language arts (NLA), mathematics, science, social studies, computer science, secretarial studies, and industrial arts. Multicultural education, staff development, and parental involvement activities were also important program components. The program met its objectives in ESL, mathematics, science, social studies, computer science, secretarial studies, industrial arts technology, career awareness, dropout prevention, attendance, and parent involvement. It did not meet its staff development objective. The primary recommendation for program improvement is to make the staff development objective more realistic within the approved budget. (Author/MSE)

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ED 370 433 FL 022 213

Ellis, James
Japanese Students Abroad: Relating Language Ability in Class and in the Community.
PUB DATE- Dec 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Classroom Communication; *Communicative Competence (Languages); Cultural Traits; *English (Second Language); Foreign Countries; *Foreign Students; Higher Education; Intensive Language Courses; *Language Proficiency; Language Role; Language Usage; Second Language Learning; Sociocultural Patterns; *Student Participation; Study Abroad
IDENTIFIERS- *Japanese People

A study investigated the relationship between language contacts made outside of the classroom by Japanese foreign students and how those contacts affect their participation within the classroom and their overall academic performance. Subjects were 32 university students from Japan enrolled in an intensive language program. All of the students had studied English in secondary school as well as at the university. The students were classified as high-input-generators or low-input-generators according to their participation in class, and responded to a questionnaire concerning language contact. Teachers' observations of student participation and subjects' grade point averages were also gathered. Results indicate a positive correlation between use of English outside and inside

Readiness; Role Playing; *Second Language Instruction; Student Evaluation; Student Placement; Teaching Guides; Test Construction; *Tutors; Vocabulary Development; Vocational English (Second Language); *Volunteers; Writing Instruction
IDENTIFIERS- Total Physical Response

The guide is designed for volunteer tutors of English as a second language (ESL). It consists of two parts: the guide itself, offering principles and methods for ESL instruction, and a report of the guide's development. The guide begins with by outlining basic principles and classroom considerations of ESL tutoring. The second chapter discusses the role that cultural differences may play in language instruction, and the third chapter offers guidance for establishing realistic short- and long-term goals. Chapter four looks at issues in testing (placement, diagnostic, achievement) and in developing tests. The fifth chapter provides guidelines for placing students in skill level categories, and the sixth suggests competencies corresponding to those categories, for purposes of curriculum development. Teaching techniques and specific ESL methodologies are then described in greater detail. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 453 FL 800 775

Saylor, Annabelle; And Others
Study Guide To Prepare for New Written Citizenship Examination: A Guide for Beginner Level ESL Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Citizenship Education; *English (Second Language); Immigrants; Large Type Materials; Limited English Speaking; *Standardized Tests; Study Guides; Test Items; Test Wiseness; *United States History
IDENTIFIERS- Simplification (Language)

The study guide is designed for limited-English-proficient immigrants preparing to take the United States history portion of new citizenship test. An introductory section describes the development of the guide and its field testing. The study guide itself is in large type and simplified English, and consists of five chapters, each focusing on a period in United States history. Answer keys and test information accompany each chapter. Chapter topics include: exploration and early settlement in the New World; the period surrounding the American Revolution; establishment of a national government; the first 100 years; and the 20th century. Each chapter is divided into brief sections, with large-type text, illustrations, definitions for new vocabulary words, and comprehension exercises. Answer keys for these exercises and sample citizenship tests and testing information are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 454 FL 800 776

Penna, Karen; And Others
Taking the Language Home. 353 Special Demonstration Project Report and Handbook.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of

examples of promising practices. These are (1) productivity, (2) interdependence, (3) economic development, (4) diversity, and (5) finance, pricing, and incentives. Appendixes to the supplement include a list of those individuals who actively assisted in the development of the Master Plan through committee meeting participation, written or verbal testimony, expert opinions, or corrections to preliminary drafts. Also included is a list of the goals adopted under "Blueprint 2000" and a list of Commission reports. (JB)

ED 370 471 HE 027 431

Gill, Judith I.; And Others
Bringing into Focus the Factors Affecting Faculty Supply and Demand: A Primer for Higher Education and State Policymakers.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Mar 92
NOTE- 56p.; For related documents in the series see HE 027 454-455.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aging in Academia; *College Faculty; Data Analysis; Data Collection; Educational Demand; Employment Patterns; *Employment Projections; Faculty Mobility; Faculty Recruitment; Higher Education; Long Range Planning; Personnel Data; Public Policy; Research Problems; *Teacher Characteristics; Teacher Retirement; *Teacher Supply and Demand; *Trend Analysis

This report offers an analysis of college faculty supply and demand as well as an evaluation of currently available data on this issue. The report was undertaken in response to three concurrent trends which point to significant faculty shortages beginning in 1995. The report begins with a descriptive overview of current faculty demographics that includes data on current shortages. Next, two major factors are reviewed that affect faculty demand: faculty attrition and student enrollment. The factors affecting faculty supply, the faculty pipeline, recruitment and retention, are then discussed. Faculty retirement and demand projection and student enrollment projections are presented, along with critical commentary about using and developing projections. The monograph concludes with suggestions on adequate data and useful models, compensation and recruitment, under-representation of minorities and women, flexible personnel policies, and professional development. It urges the increased understanding of issues concerning faculty supply and demand as institutions work to maintain quality faculty. The appendix includes a list of data sources. Contains 67 references. (JB)

ED 370 472 HE 027 432

Undergraduate Education: Transfer and Articulation Reexamined.
PUB DATE- 3 May 94
NOTE- 26p.; For related documents, see HE 027 433 and ED 343 638.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Articulation (Education); Bachelors Degrees; *College Students; Community Colleges; *Coordination; *Educational Cooperation; Higher Education; Public Colleges; Public Policy; School Policy; State Programs;

development. The guide's organization follows the medical student's journey with the first chapter addressing admissions. The second chapter covers the orientation to medical school and learning its code of conduct. The third chapter, the longest, treats curricular innovations and focuses on case scenarios drawn directly from students' immediate ethical dilemmas. The fourth chapter addresses evaluation of students. The fifth chapter looks at influencing faculty. The sixth chapter is titled "Teaching Research Ethics" and is by Allan C. Shipp. The seventh chapter examines other initiatives. The final chapter offers a summary and conclusions and draws together the most important recommendations. Each of these chapters reports results from the AAMC study as well as findings from the literature. Of 35 appendices, 25 are cases illustrating ethical dilemmas encountered by medical students. Includes an index of schools named and roster of respondents. An annotated bibliography contains 63 references.) (JB)

ED 370 491 HE 027 451

Americans With Disabilities Act (ADA) and the Disabled Student in Medical School: Guidelines for Medical Schools.
PUB DATE- Jun 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; Accreditation (Institutions); Admission (School); *Compliance (Legal); *Disabilities; Educational Discrimination; Equal Education; *Federal Legislation; Guidelines; Higher Education; *Medical Schools; *Medical Students; Selective Admission
IDENTIFIERS- *Americans with Disabilities Act 1990; Civil Rights Restoration Act 1987; Rehabilitation Act 1973

This handbook provides an overview of the Americans with Disabilities Act (ADA) and aims to help medical schools to review and refine their institutional policies to conform with the ADA. The background section describes the 1973 Rehabilitation Act which prohibits discrimination solely on the basis of disability of an "otherwise qualified" person, the Civil Rights Restoration Act of 1987, and the ADA. This section also describes medical school policy development in response to these legislative actions. The handbook next cites relevant 1979 medical school accreditation standards regarding objectives, educational program, and medical students. A section on current legal requirements summarizes key points of the ADA. The following section looks in detail at admissions and treats the law's requirements concerning "essential functions" and "reasonable accommodation." Other sections examine student promotion and retention and procedures for school implementation. Appended is an annotated legal summary of the ADA, "The Americans With Disabilities Act" by Robert A. Burgoyne and Jacqueline R. Depew which describes the Act and addresses issues specific to colleges and universities, admissions issues, and enforcement. Contains an annotated listing of 18 relevant court cases. (JB)

ED 370 492 HE 027 452

Armajani, Babak; And Others
A Model for the Reinvented Higher Education System: State Policy

skills in innovative classroom methods, freshman orientation, and student advisement. The role of the Director of Assessment Services in implementing this vision includes, among other responsibilities, reviewing and recommending assessment instruments and procedures, familiarizing faculty with program goals, collecting assessment data, and providing a database to assist in evaluation of instruction and curriculum. (Contains 15 references.) (JDD)

ED 370 511 HE 027 471

Evaluation of the NSF Industry/University Cooperative Research Centers: Descriptive and Correlative Findings.
PUB DATE- Jun 86
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Programs; Higher Education; *Industry; Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Research and Development Centers; *Research Projects; *School Business Relationship; Technological Advancement; Universities
IDENTIFIERS- *Industry University Cooperative Research Centers; National Science Foundation

This report presents results of a survey of participants in the National Science Foundation (NSF) Industry-University Cooperative Research Centers program. The program promotes more rapid technological innovation by creating linkages between industry and university scientists. The Centers function as university research groups, with partial funding, policy guidance, and project monitoring carried out by a group of industrial firms. Data from 133 industry and 65 faculty participants are analyzed and categorized into five variable domains: descriptors, prior contact/center initiation, current operations, goals, and outcomes. Results indicate that: (1) Centers are built on new, rather than pre-existing relationships and represent a shift away from predominantly consulting relationships; (2) Centers are operated using a shared influence model; (3) faculty and industry are in agreement about the most important goal (expansion of knowledge) but differ on relative importance of some intermediate goals; and (4) both industry and faculty respondents are generally quite satisfied with the Centers. The study concludes that, while the Centers do not appear to have resulted in radical changes in the structure or methodology of academic or industrial science, they do appear to function as effective technology transfer vehicles for industrially relevant fundamental research. Appendices include questionnaires, a description of variables used in the study, and results of data reduction. (JDD)

ED 370 512 HE 027 472

Cahalan, Margaret; And Others
National Study of Student Support Services. Interim Report: Volume I: Program Implementation.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 94
NOTE- 359p.; For Volume II, see HE 027 473.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.

Education; *Microcomputers; Questionnaires; School Districts; School Surveys; Teachers
IDENTIFIERS- Texas (Southeast)

The population of this study included the 111 public school districts in Education Service Center Regions IV and VI, serving 22 counties of southeast Texas in the Houston area. Seventy-five questionnaires were returned from 111 school districts with a return rate of 68%. A total of 24,222 computers were reported in use by the 75 districts with a mean of 323 computers per district in 1991--up from 202 computers per district in 1989 and 86 computers per district in 1985. Of the 24,222 total computers, 13,379 (55%) were Apple IIe/IIgs; 2,802 (12%) were Macintosh; 720 (3%) were Commodore; 3,233 (13%) were IBM clones; 2,749 (11%) were IBM; 720 (3%) were TRS 80; and 715 (3%) were other brands. The estimated mean computer literacy rate for teachers in the districts was 54% with the range from 10% to 100%. The mean number of computer labs in a school district was 10 labs with the range from 1 to 85. Fifty-three of the 75 school districts (70%) indicated that they had networked computers. (Contains 9 references.) (Author)

ED 370 531 IR 016 646

Lam, Kwan-Yau
Educational Resources on the Internet.
PUB DATE- 14 Oct 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Networks; Computer Uses in Education; Electronic Publishing; Elementary Secondary Education; Higher Education; *Information Networks; *Telecommunications
IDENTIFIERS- Electronic Journals; File Transfer Protocol; *Internet; Listservs; Telnet

The purpose of this paper is to introduce to school teachers and students resources on the Internet, and to provide updated information on selected resources. Following background information on the development of the Internet, its educational potentials are discussed, including resources for preparation of teaching materials, access for children to real-world learning resources, and uses in educational research. Internet usages in educational settings, including electronic mail, Telnet, and File Transfer Protocol (FTP) are then described. Descriptions and access information for several special interest discussion groups, electronic journals/newsletters, Telnet sites, and FTP sites are provided. (MES)

ED 370 532 IR 016 647

Mergendoller, John R.; And Others
The Utah Educational Technology Initiative Year Two Evaluation: Program Implementation, Computer Acquisition and Placement, and Computer Use.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Jan 93
NOTE- 88p.; For related documents, see IR 016 640 and IR 016 648-649.
LANGUAGE- English

references.) (MES)

ED 370 548 IR 055 001

Braden, Roberts A.
Twenty-Five Years of Visual Literacy Research.
PUB DATE- 93
NOTE- 16p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Literature Reviews; Nonverbal Communication; Visual Environment; *Visual Learning; *Visual Literacy; Visual Perception; Visual Stimuli
IDENTIFIERS- Visual Thinking

This paper reviews the literature on visual literacy over the past 25 years. The following areas of visual literacy are reviewed: theoretical foundations of visual literacy; establishing a research agenda; visual vocabulary; visual learning/visual teaching; visual thinking; visual-verbal relationship; and visible language. (Contains 158 references.) (JLB)

ED 370 549 IR 055 002

Sutton, Ronald E.
Fifteen Reasons To Study Visual Literacy.
PUB DATE- 93
NOTE- 7p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aural Learning; Higher Education; Visual Environment; *Visual Learning; *Visual Literacy; Visual Perception; Visual Stimuli
IDENTIFIERS- American University DC; *Visual Thinking

This paper is a report on a decade of teaching visual literacy at the American University (Washington, D.C.). Visual literacy is defined as an awareness that comes with appropriate development of basic visual and aural competencies. The 15 reasons for studying visual literacy are perception, drawing, expression, brain awareness, design elements, analysis/appreciation, museums, cartoons, graphics, photography, phototherapy, image manipulation, film video, documentaries and reality, and advertisements. (JLB)

ED 370 550 IR 055 003

Hardin, Pris
A Theoretical Framework for Diagrams and Information Graphics in Research and Education.
PUB DATE- 93
NOTE- 8p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; *College Faculty; *Faculty Development; *General Education; Higher Education; Inservice Education; Professional Training; Undergraduate Students; *Visual Literacy; Visual Perception; *Workshops
IDENTIFIERS- *University of Cincinnati OH

For the most part, the visual component has been ignored in programs developed to improve the general education of undergraduate students. At the University of Cincinnati (Ohio), however, a general education program has been developed that includes a visual literacy component. Faculty development workshops have been held to remind faculty members of the importance of visual literacy. Workshops have focused on three acquired abilities: (1) the need to visualize internally in response to stimuli that are both a discipline-related and non-discipline related; (2) the need to create visual images that are both art-related and non-art-related; (3) and the need to read visual images in the natural and built environments. The acronym VCR, from visualize, create, and read, is a fitting acronym for the approach the workshops intend to promote. Seven figures illustrate the discussion. (Contains 9 references.) (SLD)

ED 370 573 IR 055 026

Semali, Ladislaus M.
Integrating Visual Literacy across the Curriculum.
PUB DATE- 93
NOTE- 11p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Critical Viewing; *Curriculum Development; *Educational Media; Educational Practices; Elementary Secondary Education; Higher Education; *Integrated Activities; Mass Media; Program Development; State Programs; *Teacher Education; Visual Arts; *Visual Literacy
IDENTIFIERS- Pennsylvania

Some steps toward the integration of media and visual literacy across the curriculum of secondary school classrooms are described, focusing on a project in Pennsylvania that uses collaborative processes to involve educators at secondary and higher levels in the design, development, and implementation of a statewide integrated framework for visual arts and media education. A field study of current practices in the use of critical media education in classrooms that involves 30 elementary and secondary school teachers indicates that few classrooms teach analysis or interpretation of media, with teachers in only 2 out of 10 schools having any critical media education in their classrooms. Most teachers use media tools merely to illustrate instruction. The baseline information gathered to date indicates the timeliness and need for such a project. A media literacy course for preservice teachers at Pennsylvania State University has been implemented with the aim of ensuring teacher competence in the analysis and interpretation of media. Appendix lists outcome based media education goals as defined in the February 1993 issue of faculty members from Queensland (Australia) Institute of Technology, 80 school teachers, 67 photographers, and 174 12-year-olds. In focus group discussions, 25 college students discussed a particular photograph. Each viewer brought personal experiences and expectations to create a personal response. The following categories or stances were identified: (1) observation, (2) interpretation, (3) personal memories, (4) participation, and (5) intrusion of the communication medium. Viewers normally took at least two stances, but generally did not take all five, although all stances were included in group discussions. The combination of several stances creates a depth of meaning beyond the initial understanding. (Contains 8 references.) (SLD)

ED 370 592 IR 055 045

Croft, Richard S.
Fun and Games with Photoshop: Using Image Editors To Change Photographic Meaning.
PUB DATE- 93
NOTE- 10p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Copyrights; *Editing; *Ethics; *Nonverbal Communication; *Photographs; Technological Advancement; *Visual Literacy
IDENTIFIERS- *Digital Technology; Digitizing

The introduction of techniques for digitizing photographic images, as well as the subsequent development of powerful image-editing software, has both broadened the possibilities of altering photographs and brought the means for doing so within the reach of many. This article is an informal review of the ways image-editing software can be used to improve photographic communication. Image-editing software permits the correction of photographic faults by providing simple means for cropping, adjusting brightness, contrast, and color balance, and retouching. A number of techniques are now available for focusing viewer attention on part of the photograph or for simplifying the subject by eliminating detail. Meaning can be added through color changes, annotations, enlargement of areas, and composition of drawn or other photographic elements with the original. Ethical concerns have acquired new importance with the possibilities for changing meaning through editing and with the ease with which copyrighted works can be copied. Six figures illustrate some of the techniques. (SLD)

ED 370 593 IR 055 046

Seels, Jody M.; Seels, Barbara A.
Civil War Photography and Its Impact from 1863-1993.
PUB DATE- 93
NOTE- 11p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers,

PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Curriculum Based Assessment; *Educational Testing; *Evaluation Methods; Standardized Tests; *Student Evaluation; Testing Programs; Two Year Colleges
IDENTIFIERS- Neosho County Community College KS

Neosho Community College (NCC) in Kansas developed an assessment program to measure changes in student learning and progress in courses and programs. The specific objectives of student assessment at NCC are to determine readiness for regular college courses; to determine proper placement; to assist students in meeting personal objectives; and to improve the effectiveness of curricular offerings. The primary areas assessed are communications, math, natural and physical sciences, and social and behavioral sciences. All first-time, full-time students taking 12 or more hours are tested, and if a student fails to meet the pre-established levels, he/she is required to enroll in the appropriate class or classes for remediation. First-time, full-time students are also required to complete a general education pre-test at a designated time. Primary instruments are the Collegiate Assessment of Academic Proficiency (CAAP) and a writing sample. After completing their program of study, students are retested as a requirement for graduation. In addition, every course satisfying a graduation requirement utilizes an instructor-determined measure of student gain to assess expected student outcomes as stated in the syllabus. The assessment plan satisfies accreditation questions posed by the North Central Association. For each of the components of the assessment plan, information is provided on the office with primary responsibility, approximate costs, and target population for testing. (ECC)

ED 370 614 JC 940 299

Spicer, Scot L., Ed.; Cook, Joy, Ed.
Student Equity Plan, Glendale Community College.
PUB DATE- Jun 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *College Environment; *College Planning; Community Colleges; *Diversity (Institutional); *Equal Education; *Faculty Development; Foreign Students; Institutional Research; Nontraditional Students; *Outcomes of Education; Questionnaires; School Surveys; Staff Development; Two Year Colleges
IDENTIFIERS- Glendale Community College CA; *Student Equity Plan

Student equity is among the highest priorities at Glendale Community College (GCC), where 55% of the student population is from historically underrepresented groups. The college's Student Equity Plan (SEP) has the goals of maintaining and enhancing equity in access and success; conducting research to evaluate student access and success; and promoting faculty and staff commitment to serving a multicultural community with up-to-date technology. The SEP Committee reviewed and evaluated available information about student access and success, finding that: (1) minority groups made up approximately the same

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Community Colleges; Cooperative Learning; *Diversity (Institutional); Enrollment Trends; Group Discussion; High Risk Students; Learning Motivation; *Student Characteristics; Student Evaluation; Student Placement; *Teacher Student Relationship; *Teaching Methods; Two Year Colleges; *Two Year College Students

During the past 10 years, the community college student population and its needs have changed, calling for community college professors to develop a better understanding of their students and to provide the appropriate classroom environment and content for this population. According to the National Center for Education Statistics, postsecondary enrollment growth rates are high for minorities, students over 25, two-year college students, part-time students, and women. Community college classrooms are particularly diverse, often encompassing an age span of 40 years and a wide range of skill deficiencies. Professors working with these students need to: (1) move from a professor-centered to a learner-centered environment, using such strategies as the "Unifoldment and Recall" technique in which each group member is recognized and receives "positive strength bombardments"; (2) de-emphasize lectures, assignments, and tests to place more emphasis on group discussion and goal setting; (3) pay close attention to how students' papers are graded and affirm and praise the accomplishments of low-achieving students; (4) use textbooks that are appropriate to students' reading levels and vocabularies; and (5) ensure that each students is tested and placed in the appropriate class. (KP)

ED 370 631          JC 940 331

Pierce, Dave
School-to-Work Transition Is Now Law. AACC Letter, Special Issue #1.
PUB DATE- Jun 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Educational Legislation; *Education Work Relationship; *Federal Legislation; *Labor Legislation; *Newsletters; *Organizations (Groups); Two Year Colleges
IDENTIFIERS- *School To Work Legislation

This special edition of the "AACC Letter" is part of a continuing effort by the AACC to keep community colleges current with developments related to the School-To-Work (STW) Transition legislation, which President Clinton signed into law on May 4, 1994. The newsletter begins with a summary of the AACC's efforts to influence bill language that would be favorable to community college participation in STW, a list of upcoming STW-related AACC professional development activities, and a statement encouraging state directors for community college education to become involved in the development of STW partnerships in their states. Next, a summary is provided of the School-To-Work Opportunities Act, which seeks to end the fragmentation of programs that are designed to help young people learn the skills to prepare them for high-skill, high-wage jobs. The act provides $300 million dollars in federal assistance to states to develop and implement a STW transition priorities specific to MCC's Lana'i efforts for 1993-1998. Introductory sections describe the history of the LEC and MCC's mission with respect to the island. Next, nine long-range goals from the college-wide plan are related to specific activities on Lana'i, including the search for a permanent LEC site. Then, after a discussion of the external and internal planning context and highlights from recent program and needs assessments, the following 13 priorities for MCC's Lana'i efforts are presented: (1) improve the quality of instructional programs and academic support services; (2) develop and implement a plan for the maintenance, renovation, and construction of facilities; (3) develop new instructional programs in response to community needs; (4) expand academic and support services using new technologies; (5) improve programs and instruction in basic academic skills as foundations for student success; (6) coordinate student support services to improve academic success and retention; (7) develop appropriate international dimensions to curricula; (8) maintain effective articulation with other colleges and the University of Hawaii; (9) establish partnerships with business and government for the economic development of Maui county; (10) implement renewal and professional development activities for faculty and staff; (11) improve administrative management; (12) improve fiscal stability; and (12) establish outreach centers for Hana, Moloka'i, and Lana'i. (KP)

ED 370 649          JC 940 354

Pezzoli, J. A.; McOmber, Phyllis
A Community Needs Assessment for Post-Secondary Education on the Multi-Ethnic Island of Lana'i.
PUB DATE- 30 Jun 93
NOTE- 15p.; For the Academic Development Plan, see JC 940 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; *Community Attitudes; Community Colleges; *Community Surveys; Curriculum Development; *Educational Needs; Educational Objectives; Long Range Planning; *Needs Assessment; Questionnaires; Scheduling; Two Year Colleges
IDENTIFIERS- Hawaii (Lani); University of Hawaii Maui Community College

To gather information for Maui Community College's (MCC's), on the Multi-Ethnic Island of Lana'i. fall 1992 of students and residents of the island of Lana'i to assess community interests and educational needs. Responses were received from 232 Lana'i residents, of whom 49% were current or former students, 31% were male, and 84% were employed. Survey findings included the following: (1) 39 respondents expressed a need to earn a certificate, 42 to earn a Bachelor's degree, 27 to earn a Master's degree, and 115 to just take classes; (2) of those who expressed a need for help in attending classes, 31% desired a better work/school schedule and 21% needed financial aid; (3) 91% of all respondents indicated that they preferred "live" classes, while the least favored mode was cable; (4) 79% of the respondents indicated that the best source of publicity was the Lana'i Times; (5) classes held on weekday evenings were favored by 55% of the respondents, while Friday evenings, late afternoons, and Saturday and Sunday nights were also mentioned; (6) the vocational programs requested most often were business careers and sales/marketing, hotel operations, and human services; (7) the liberal arts courses requested most often

Development; Educational Improvement; Educational Innovation; Engineering Education; Federal Aid; Federal Programs; Financial Support; *Grants; Mathematics Education; Program Descriptions; *Science Course Improvement Projects; *Science Education; *Science Facilities; Technical Assistance; Two Year Colleges
IDENTIFIERS- *National Science Foundation

This report describes the efforts of the National Science Foundation (NSF) and its Division of Undergraduate Education (DUE) to provide educational support to two-year colleges to strengthen science, technology, engineering, and mathematics programs through grants, collaborative efforts, and support for curriculum materials and teacher activities. Following introductory materials indicating that 124 awards totaling $7,576,998 were made in 1993 to programs in which two-year colleges were among the principal investigators, the report describes efforts of DUE, the focal point for NSF's activities with two-year colleges. This section indicates that DUE provides support to two-year colleges primarily through leadership activities and leveraged program support. Leadership activities described include the Advanced Technological Education Program to promote exemplary improvement in technical instruction and "Partners in Progress" workshops. Leveraged program support activities reviewed include instrumentation and laboratory improvement, undergraduate faculty enhancement, and course and curriculum development. Next, abstracts are provided of projects receiving DUE grant awards in the fields of atmospheric sciences, chemistry, computer science, engineering (including interdisciplinary, electrical, and metallurgy and materials), geography, geological sciences, life/biological sciences, mathematics, interdisciplinary, physics, and psychology. Each abstract includes the name of the institution, the amount awarded, the NSF division making the award, and a brief program description. (MAB)

ED 370 667 PS 020 701

Silvern, Joan, Ed.
Family Resource Coalition Report. Volumes 6-11, 1987-1992.
PUB DATE- 92
NOTE- 398p.; Newsletter issued three times a year. Volume 6 n2 also entered independently as ED 292 901.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adoption; American Indians; *Family Programs; *Intergenerational Programs; Policy Formation; Programming (Broadcast)
IDENTIFIERS- *Family Advocacy; *Family Support; Native Americans; Pediatricians; Postpartum Depression

The Family Resource Coalition's (FRC) mission is to build support and resources within communities that strengthen and empower families, enhance the capacities of parents, and foster the optimal development of youth. FRC pursues this mission by: (1) developing a national resource center on family resource programs; (2) advocating on issues that affect families; (3) providing consulting and training services that integrate family-focused prevention principles; (4) publishing; (5) sponsoring conferences; (6) providing technical assistance on program development. The FRC newsletter reflects these interests. This document consists of all 18 newsletter issues for the 6-year period 1987-1992. Sample lead articles in recent issues are: "Five Principles to Help Families Deal With Television," "Strengthening Youth and Family Resistance to Alcohol and Other Drug Abuse," and "Family-Centered Childcare."

background information on the program and explains how to get a program started. Section 2 outlines registration procedures, and section 3 details the fee structure and financial operation of the program. Section 4 covers over 20 daily program operations. Some of these include attendance procedures, illness, insurance, program evaluation, field trips, and abandoned children. Section 5 outlines the program's personnel procedures and covers topics such as staffing, training, and salary guidelines. Section 6 contains copies of school board policies and significant administrative memos. Section 7 provides samples of several forms necessary for managing the program. (TJQ)

ED 370 686 PS 022 361

Harrison, Linda
Planning Appropriate Learning Environments for Children under Three. Australian Early Childhood Resource Booklets, No. 1.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Design; Classroom Environment; *Day Care Centers; *Educational Environment; Educational Planning; Foreign Countries; *Learning Activities; Preschool Curriculum; Preschool Education; *School Organization; Teacher Role; *Teacher Student Relationship; Toddlers
IDENTIFIERS- Developmentally Appropriate Programs

This booklet provides suggestions for reassessing, modifying, and arranging child care center environments to best serve the needs of children and staff. The booklet notes that a well-planned environment can provide young children with appropriate and challenging learning experiences within a consistent and secure setting. Such an environment also allows staff to become involved in meaningful, intimate interactions with children by reducing the time required for organizing and reorganizing furniture, rooms, and equipment. The booklet recommends that the ideal center include distinct areas for: (1) active physical play; (2) manipulative play; (3) messy and creative play; (4) kitchen or dramatic play; (5) quiet play, music, and storytelling; (6) personal storage; (7) curiosity and sensory activities; (8) outside world or real life experiences; (9) seclusion; (10) eating; (11) diaper changing and toilets; (12) sleep; and (13) dressing and undressing. Sample floor plans are provided. Contains 22 references. (MDM)

ED 370 687 PS 022 362

Clare, Coleen; Roe, Diana
Keeping Our Children Safe: Protective Behaviour Programs in Early Childhood Settings. Australian Early Childhood Resource Booklets No. 2.
PUB DATE- 90
NOTE- 19p.; For a related document, see PS 022 363.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Influences; *Toddlers
IDENTIFIERS- General Accounting Office

This report examined the economic and demographic characteristics of infants and toddlers, how these characteristics changed between 1980 and 1990, and the percentage of the infant and toddler population served by federal early childhood programs. This examination of census and other data found that during the 1980s, the number of poor infants and toddlers in the United States increased by 26 percent. In some cities and rural areas, over 45 percent of the infants and toddlers lived in poverty. In addition, poor and near-poor infants and toddlers were much more likely than nonpoor children to be from: (1) immigrant families; (2) households where no person over the age of 14 spoke English well; (3) single-parent families; (4) families where parents had low educational levels; and (5) families where the parents did not work. Three appendixes discuss the objectives, scope, and methodology of the study; present statistical data; and list the contributors to the report. (MDM)

ED 370 706 PS 022 408

Robinson, Robert A.
Food Assistance: Early Results of USDA's No-Fee School Meal Pilot Program. Testimony before the Elementary, Secondary, and Vocational Education Subcommittee, Committee on Education and Labor, House of Representatives.
PUB DATE- Apr 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Breakfast Programs; *Cost Effectiveness; *Federal Aid; *Federal Programs; Hearings; *Lunch Programs; Pilot Projects
IDENTIFIERS- Administrative Costs; Department of Agriculture; *No Fee Programs; *School Lunch Program

This document presents testimony offered in conjunction with the reauthorization of federal child nutrition programs, and specifically reports on the United States Department of Agriculture's no-fee school meal pilot program. This alternative program aims to reduce administrative costs to schools and to increase student participation. In the pilot program, which was implemented in four school districts, meals were served free to all students, regardless of household income; and school food authorities (SFAs), which are typically the school districts administering the program, used less time-consuming and paper-intensive methods to determine federal reimbursement than do SFAs that administer traditional fee-based programs. Results of the pilot programs indicated that SFAs reduced their administrative costs for running meal programs, staff time was saved as staff were reallocated to other tasks, the number of lunches served increased 10 percent, and federal reimbursement to the pilot SFAs increased 33 percent. It is concluded that, before adopting the no-fee approach nationwide, further study is needed. Each of the four pilot SFAs used a different approach to reduce the burden of paperwork associated with the meal program, and it is not clear which pilot approach was most effective. Nor is it clear how much federal reimbursements might increase if no-fee approaches are adopted nationwide. (TM)

ED 370 707 PS 022 410

Marcon, Rebecca A.; And Others

(15) reassessing program needs and student needs. Contains 30 references. (LP)

ED 370 725 RC 019 113

Webb, David J.
The Top Rental Items for University Outdoor Programs and Effective Buying Techniques.
PUB DATE- 92
NOTE- 11p.; In: Proceedings of the 1991 International Conference on Outdoor Recreation (October 17-19, 1991, Moscow, Idaho); see RC 019 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adventure Education; *College Programs; Consumer Education; *Costs; *Equipment; Equipment Utilization; Facility Inventory; Higher Education; Outdoor Activities; Outdoor Education; *Purchasing
IDENTIFIERS- *Outdoor Recreation; *Rental Property

This paper discusses the most frequently used rental items for university outdoor programs and describes strategies for saving money in purchasing equipment. A 1983 survey of 11 university programs indicated that the most frequently available rental items for summer and winter were sleeping bags, tents, backpacks, cross-country skis, and snowshoes. Applying financial and service criteria helps identify rental items essential for program activities. Criteria include the ranking of items by total rental frequency, total gross income, and per-item income; and the collection of data about other outdoor programs and their equipment needs. Purchasing methods include buying equipment through local retailers, university purchasing departments, and trade shows. Appropriate purchasing terms can save money, including closeouts, observing time limits for payment of merchandise, quality discounts, and preseason discounts. Attending trade shows offers advantages such as getting the best price for equipment, being able to compare products and prices, becoming aware of trends in outdoor equipment, and having opportunities for training and development. The paper includes a list of trade shows and suggestions for preparing and participating in trade shows. (LP)

ED 370 726 RC 019 241

Schultz, Carol M., Ed.; Olson, Philip, Ed.
Leadership Enhancement for the Active Retired: A Community Leadership Training Manual.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 91
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Programs; Community Development; Community Involvement; *Community Programs; Leadership; *Leadership Training; *Older Adults; Program Development; *Retirement; Rural Areas

Developed for program facilitators in rural communities, Leadership Enhancement for the Active Retired (LEAR) is a she married. In her nineties she finally made peace with her Cherokee heritage when she attended the ceremony of the first Cherokee woman elected Principal Chief of the Cherokee Nation in 1985. Her descendants are attempting to return to their Cherokee heritage. Contains 45 references. (KS)

ED 370 744 RC 019 643

Office of Indian Education Programs: 1994 Fingertip Facts.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *American Indian Education; American Indian Reservations; *Educational Administration; Elementary Secondary Education; Federal Indian Relationship; Federal Programs; Higher Education; Program Descriptions; *Public Agencies; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs; Bureau of Indian Affairs Schools; *Office of Indian Education Programs

This document presents an overview of the purpose, programs, and activities of the Office of Indian Education Programs (OIEP). The OIEP is located within the Bureau of Indian Affairs (BIA) and is responsible for line direction and management of all BIA education functions, including the formation of policies and procedures, supervision of all program activities under the office's jurisdiction, and approval of the expenditure of funds appropriated for BIA functions. The OIEP serves 185 schools (elementary, secondary, and boarding) located on 63 reservations in 23 states. Additionally, the OIEP provides funds for 23 tribally controlled community colleges. This document presents information on: (1) long-range goals of the OIEP that parallel the America 2000 educational goals; (2) number of students served at BIA schools; (3) names and addresses of the 26 education line officers and a listing of the 185 schools they supervise; (4) additional programs administered through the four branches of the Division of Education Programs (elementary and secondary education, supplemental support services, exceptional education, and postsecondary education); (5) the Division of Planning, Oversight and Evaluation, which is responsible for the development and use of databases, trend analyses, and research in preparation for long-range policy and program plans; and (6) the Division of Administration, which manages administrative and information services. Also includes a brief overview of consultations and other activities of the OIEP, contacts for additional information, and an organizational chart of OIEP. (LP)

ED 370 745 RC 019 644

Equity in Educational Land Grant Status Act of 1993. Hearing on S. 1345 To Provide Land-Grant Status for Tribally Controlled Community Colleges, Tribally Controlled Postsecondary Vocational Institutions, the Institute of American Indian and Alaska Native Culture and Arts Development, Southwest Indian Polytechnic Institute, and Haskell Indian Junior College, before the Committee on Indian Affairs. United States Senate, One Hundred Third Congress, First Session (November 18, 1993).
PUB DATE- 94
NOTE- 84p.; Contains some small or broken type.
LANGUAGE- English

and Cognitive Representation: The Case of Fraction Ideas" (Booker); "Mathematics Education in First Year Pre-service Primary Teachers" (Buckingham); "Professional Development and the Secondary Mathematics Teacher: A Case Study" (Clarke et al.); "The Other Consequences of a Problem-Based Mathematics Curriculum" (Clarke et al.); "Multimodal Functioning in Novel Mathematical Problem Solving" (Collis et al.); "Letting Children Design the Curriculum" (Doig, Lindsey); "Some Pluses and Minuses of Radical Constructivism in Mathematics Education" (Ellerton, Clements); "Implications of Newman Research for the Issue of 'What is Basic in School Mathematics?'" (Ellerton, Clements); "Calculus Students' Sources of Conviction" (Frid); "Assessment in Mathematics--Some Alternatives" (Grimison); "From Procedural Analogy to Understanding" (Hall); "Mathematics, Computers and 'At-Risk' Preschoolers" (Hall, Elliott); "A Comparison of Pattern-Based and Equation-Solving Approaches to Algebra" (MacGregor, Stacey); "Bridging Mathematics Students: Attitudes, Autonomous Learning Behaviours, and Problem Solving" (Milne); "Children's Solutions to Partition Problems" (Mulligan); "Factors Pertinent to Children's Responsiveness in Spatial Problem-Solving Activities" (Owens); "Cognitive Difficulties in Early Algebra" (Quinlan); "Pre-service Primary Teachers' Attitudes to Teaching Mathematics: A Reappraisal of a Recently Developed Instrument" (Relich, Way); "Children's Approaches to Mathematical Problem Solving" (Siemon); "Using Open Questions for Teaching: A Classroom Experiment" (Sullivan); "An Analysis of Children's Understanding of Numeration" (Thomas); "Children's Understanding of the Independence of Random Generators" (Truran, J.); and "Abstract Thinking in Rates of Change and Derivative" (White, Mitchelmore). (MDH/AA)

ED 370 762 SE 053 795

Modell, Harold, Ed.
Computers in Life Science Education, 1989-1992.
PUB DATE- 92
NOTE- 370p.; Published monthly in 1989-1991, quarterly in 1992.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Authoring Aids (Programming); Biological Sciences; *Biology; College Science; *Computer Assisted Instruction; Computer Software Reviews; Educational Media; Higher Education; High Schools; *Hypermedia; Literature Reviews; Science Activities; Science Education; Science Experiments; *Science Instruction; *Videodisks

This document consists of four years (40 issues) of a newsletter devoted to computers in life science education. Titles of major articles in this collection include: (1) "Good Versus Bad Software: What Makes the Difference?" (G. Kearsly); (2) "Linkway: Hypermedia for IBM Personal Computers" (L. Kheriaty); (3) "Where's the Software: Parts 1-3" (4) "Keeping Abreast of the Literature" (5) "Course of Action: CAI Software Tool for Macintosh Course Authors" (R. Heath); (6) "Microcomputer Workstations for Human Physiology Laboratories" (J. Breckler); (7) "A Comparison of Three Graphically Oriented Simulation Environments for the Macintosh" (J. Mandel), (8) "Hypertext Options for the Educational Software Developer" (J. Frkonja); (9) "Hypertext as an Authoring Environment" (H. Modell); (10) "Making 'Unsuitable' Software Suitable" (H. Modell); (11) "Constructing a Science Center in the Age of Hypermedia" (M. Koltsky); (12) "Biology Courseware for College Freshmen: The Sequel" (C. Ralph); (13) "Adapting MS-DOS Quickbasic Programs

Mathematical Knowledge: Its Growth through Teaching. Mathematics Education Library, Volume 10.
PUB DATE- 91
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Development; Elementary Secondary Education; *Epistemology; Foreign Countries; *Learning Processes; Mathematics Education; *Mathematics Instruction; *Teaching Methods
IDENTIFIERS- *Knowledge Development

This book presents issues concerning relationships between mathematical knowledge and the teaching and learning processes, focusing especially on the genesis of mathematical knowledge in the classroom. The chapter titles are: (1) The Fragility of Knowledge (Guy Brousseau and Michael Otte); (2) The Double Bind as a Didactical Trap (Stieg Mellin-Olsen); (3) Forms and Means of Generalization in Mathematics (W. Dorfler); (4) Metaphors Mediating the Teaching and Understanding of Mathematics (Joop van Dormolen); (5) Tool, Object, Setting, Window: Elements for Analyzing and Constructing Didactical Situations in Mathematics (Regine Douady); (6) Observing Conceptual Complexity (Tage Werner); (7) Developing Mathematical Knowledge through Microworlds (Celia Hoyles); (8) The Benefits and Limits of Social Interaction: The Case of Mathematical Proof (N. Balacheff); and (9) Mathematical Values in the Teaching Process (Alan Bishop). (MKR)

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ED 370 784 SE 054 440

Elcome, David, Ed.
The Environment Factor: Developing an Environmental Programme in Further and Higher Education.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Content; *Environmental Education; Foreign Countries; *Higher Education; *Program Development; Teacher Education
IDENTIFIERS- *Environmental Education Programs; Environmental Policy; *United Kingdom

Although the National Curriculum Council for England and Wales has recognized environmental education as one of five cross-curricular themes in school education, it has not achieved the same degree of influence in the Further and Higher Education (FHE) sector. This document recommends that a program be developed for that purpose. The booklet is presented in eight sections. An introduction describes the problem and the organization of the recommendations presented in the document. Four sections outline recommendations for developing environmental education in FHE and show examples of good practice already achieved in some colleges and institutions. The four sections discuss basic aims and content for FHE; the key environmental education related subject areas of agriculture and horticulture, planning, and management and business; teacher training; and the conservation field. The final three sections contain the conclusions, a summary of the key recommendations, and a bibliography of 15 citations. (MDH)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Braille; Demonstration Programs; Elementary Secondary Education; Higher Education; *Mathematics Education; Program Descriptions; Science Education; *Science Programs
IDENTIFIERS- Hands on Science; National Science Foundation; *Systemic Change

This document describes some of the many programs sponsored by the National Science Foundation in its efforts to continue to promote systemic science and mathematics education reform. Brief descriptions of the following programs are included: (1) Interactive Math Program Restructures 9-12 Math Education; (2) Algebra I Project Sparks Citywide Mathematics Curriculum Reform; (3) A River Runs Through It: Interdisciplinary Curriculum in 250 Schools; (4) Calculus Leading the Way; (5) Air, Earth, Fire, Water--What Do These Have to Do with Modern Chemistry?; (6) Educating the Technical Work Force for the 21st Century; (7) Promoting Technology Transfer; (8) Hampton University Spearheads Increased Production of Doctorates in S&E by HCBUs; (9) Isolated Colleges Ride the Information Highway; (10) CGI: "You Sort of Take What They Know and Build from There"; (11) Science Comes to Television: "Bill Nye the Science Guy" and "CRO" with School Kits Too; (12) 180 Students Demonstrate the Art and Science of Engineering--Some Even Invented Equipment for the Disabled; (13) Students in the Global Laboratory Make Their School a Safer Place; (14) NSF Projects Engage the Public in the Science of Birds and Bogs; (15) Physics Is Fun, Toys, and Games for Girls in Missouri; (16) Hands-on Science Curriculum Helps Students, Teachers, and Parents "Find Out"; (17) No Substitute for Well-Prepared Teachers; (18) Twenty-Percent of the Full-Time Physics Teachers Learn How To change the Way They Teach"; (19) Workshops Work for College and University Faculty; (20) Understanding Epileptic Seizures; (21) Blind Physicist Develops New Braille Technology for Science and Mathematics; (22) U.S. Senators Land NSF Project Selected as the 1992 Anderson Gold Medalist Winner; (23) Experimental Program to Stimulate Competitive Research (EPSCoR) Builds Science & Technology Competitiveness; (24) Urban Systemic Initiative: A Revolutionary Transaction; (25) Urban Systemic Initiative Chicago Planning Award: "What Was, Will Not Be"; (26) Statewide Systemic Initiatives Program Having Major Impact on States; (27) New Rural Initiative Completes the Educational Systemic Reform Trilogy; (28) Mississippi AMP Program: Making a Revolutionary Difference; and (29) Inventing Systemic Evaluation: The Bottom Line of EHR Program Evaluation. (ZWH)

ED 370 809 SE 054 578

Vogt, Gregory L.; Rosenberg, Carla R., Ed.
Rockets: Physical Science Teacher's Guide with Activities.
PUB DATE- Jul 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Science;

resources; (7) magazine resources; (8) video or audiocassette resources; (9) a "mixed bag" of resources; (10) bilingual resources; and (11) additional organizational resources. The third and last section presents 13 pictures and brief biographies of 15 key figures involved in the early evangelization of the Americas. A quiz on Columbus that can be used as an introduction to the whole study is included. (DK)

ED 370 828 SO 023 225

Clark, Dave
Effective Use of Computers in the Social Studies: A Review of the Literature with Implications for Educators.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Software Evaluation; *Computer Uses in Education; Educational Objectives; Elementary Secondary Education; *Social Studies; Technology

Computers offer the teacher a tool for instruction in the Socia Studies that allow students to be motivated, learn social skills, attain moral ideals, develop thinking skills, and acquire knowledge easily. The findings of this review suggest that the software selected for classroom use must reflect the desired educational goals and that the teacher needs to have a clear understanding of the objectives and of the technologies' strengths and weaknesses. In order to evaluate effectively and measure the computers' contribution to education, the review indicates that the emphasis in standardized testing should focus on the knowledge that computers are able to instill in students. Time, patience, quality training, creative software, and commitment to the use of computers in the classroom are all necessary for the computer to show its true capabilities. The subject areas of language arts, mathematics, and sciences frequently use computers in the classroom. Case studies of the effectiveness of computers in the schools provide differing results and factors for consideration. Contains 23 references. (Author/CK)

ED 370 829 SO 023 228

Guidelines for the Training and Certification of Pre Collegiate Teachers of Civics, Government, and Social Studies.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Civics; Curriculum Development; *Educational Change; Elementary Secondary Education; Guidelines; Higher Education; *Teacher Certification; Teacher Education; United States Government (Course)
IDENTIFIERS- American Political Science Association

This document presents the recommendations of the American Political Science Association for the certification of teachers of government, politics, and civics in secondary schools. For teachers of secondary school civics and government courses, language in everyday circumstances. It emphasizes speaking and listening skills and contextualized language, focusing on meaning over form. The materials consist of 44 instructional units on nine topics: first social contact; social language; food; housing; transportation; shopping; telephone and postal services; health; and entertainment. The course introduces basic phrases, vocabulary, and structures. Each unit consists of: a statement of the main communicative competencies targeted; situation dialogues; introduction of a new phrase and relevant grammar; a summary of phrases; exercises; and cross-cultural notes. A final, reference chapter contains vocabulary lists for daily and emergency needs and situations. Answer keys and basic grammatical rules are appended. (MSE)

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ED 370 370 FL 022 118

Ewy, Christine Allen
Teaching the Teacher Within. Long Term Success for Bilingual & Monolingual Students.
PUB DATE- 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Students; Classroom Communication; Classroom Techniques; Cultural Pluralism; Educational Objectives; *Educational Strategies; Elementary Secondary Education; English (Second Language); Failure; Instructional Effectiveness; *Limited English Speaking; *Program Design; Student Evaluation; Success; *Teacher Role; *Teacher Student Relationship

A discussion of the education of bilingual children, in both mainstream instructional programs and bilingual or transitional programs, focuses on the manner in which the powerful teacher-student relationship affects student learning processes and the student's language capacity allows him to express his learning. In the first two chapters, the author shares her own teaching experiences, analyzing the reasons for failures and looking at research on language and learning, program models for bilingual students, and common assumptions and practices that delay and sometimes prevent success for bilingual students. The next chapter outlines some personal discoveries about teaching and learning, redefines knowledge, and offers guidance for empowering bilingual students to excel in the sometimes challenging context of American schools. Chapter four summarizes implications of these thoughts, including some suggested instructional components to enable long-term student success. Chapter five discusses ongoing assessment that informs instruction, and chapter six describes a videotaped lesson with a culturally diverse group of students, giving specific examples of instruction that lead to independent learners. The final chapter explains the importance of daily evaluation of long-term goals to ensure that bilingual students receive the education that all students are promised in American schools. (Author/MSE)

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ED 370 371 FL 022 120

Allen, Elizabeth Annette
Teaching American Culture: An Independent Project for an Intermediate Oral Language Class.

ED 370 389 FL 022 147

Cothran, Bettina F.
Interactive Video in Classes of German for Business and Technology.
PUB DATE- 93
NOTE- 10p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Class Activities; *Computer Assisted Instruction; Course Descriptions; German; Higher Education; *Interactive Video; *Languages for Special Purposes; *Second Language Instruction; Second Language Learning
IDENTIFIERS- *Georgia Institute of Technology

This paper discusses the Georgia Institute of Technology's Business German summer language course, an intensive 6-week course that utilizes classroom instruction, language labs, and computer labs. The course stresses vocabulary and discourse as commonly used in the professional context, as well as intercultural information. A major component of the course involves Quality Interactive Language Learning (QUILL), an interactive video program run on computer workstations that allows students to learn at their own pace in a highly stimulating environment. Students view a video segment on one part of the computer screen while completing exercises about the segment on another part. QUILL exercises include multiple choice, rank ordering, fill-in-the-blank, and composition activities. The videos are especially valuable in pointing out cultural idiosyncrasies. Future goals and improvements in the QUILL program are also discussed. (MDM)

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ED 370 390 FL 022 148

Strack, Thomas; Clausing, Gerhard
A New Look at Contextualization and Application: A Comprehensive Pedagogical Strategy for Business German.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Course Descriptions; Course Objectives; Foreign Countries; *German; Higher Education; Languages for Special Purposes; *Second Language Instruction; Teaching Methods; Textbook Content; Textbooks
IDENTIFIERS- Germany

This paper discusses the problems faced by teachers of business German, the possible goals of business German courses, and the

objectives for social studies instruction, English reading, a second level of staff development, and parental involvement toward becoming effective school volunteers. Achievement of the objectives for mathematics instruction and teacher performance could not be assessed due to the inadequacy of measurement techniques. (MSE)

ED 370 409 FL 022 184

Learning English through Automotive Electronics (Project LETAE), Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Attendance Patterns; *Auto Mechanics; *Bilingual Education Programs; Computer Science; Cultural Awareness; Curriculum Development; Dropout Prevention; *Electronics; *English (Second Language); High Schools; Inservice Teacher Education; *Limited English Speaking; Native Language Instruction; Program Effectiveness; Public Schools; Second Language Instruction; Staff Development; Transitional Programs; Vocational Education
IDENTIFIERS- New York City Board of Education

Learning Through Automotive Electronics (Project LETAE) was a federally funded program serving 77 limited-English-proficient (LEP) students and 5 English-proficient students in an automotive computer electronics course in 1992-93, its third year of operation. The program provided instruction in English-as-a-Second-Language (ESL), native language arts (NLA), automotive electronics, mathematics, science, social studies, and music. A broad range of staff and curriculum development activities were also included. The project met its objectives for student attitudes toward school, cultural awareness, support services, dropout prevention, and curriculum development. It did not meet its objectives in NLA, attendance, or staff awareness. Attainment of the objective for ESL could not be measured. Two major recommendations for program improvement include: use of the specified ESL test or revision of the ESL objective; and improved parental involvement, perhaps beginning with a needs assessment survey. (MSE)

ED 370 410 FL 022 185

Rivera, Natasha F.
Model Developmental Program of Bilingual Education, Community School District 3, 1992-93. Final Evaluation Report. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Limited English Speaking; Mathematics Instruction; Middle Schools; Parent Participation; Program Effectiveness; Public Schools; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking; Staff Development
IDENTIFIERS- New York City Board of Education; *Two Way Bilingual

the classroom with high academic achievement in language and academic subject matter. Low language contact and low participation in class also correlated with low academic achievement. Promotion of participation in the community and encouragement in development of social contacts outside the classroom are recommended for foreign students. The language contact questionnaire is appended. Contains 14 references. (MSE)

ED 370 434 FL 022 215

Weasenforth, Donald L.
Closed Captioning: Students' Responses.
PUB DATE- Mar 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Difficulty Level; *Educational Television; Higher Education; Instructional Effectiveness; Language Proficiency; *Listening Comprehension; Second Language Instruction; *Second Languages; *Student Attitudes
IDENTIFIERS- *Closed Captioned Television

A study investigated the attitudes of adult university students of English as a Second Language (ESL) toward use of closed captioned television (CCTV) as an instructional tool. Students at the intermediate (n=51) and advanced (n=55) levels of ESL study in classes using CCTV were administered a questionnaire concerning their perceptions of the method, and 11 faculty members answered a questionnaire about student responses to CCTV, their own experiences with it, and problems associated with its use. Most students indicated they liked both closed-captioned and uncaptioned video, consistent with teacher observations. More advanced students preferred uncaptioned television, which did not agree with teacher perceptions. Most students, at both proficiency levels, felt CCTV was beneficial to some extent. Instructors were more ambivalent about benefits. It is suggested that advanced students liked uncaptioned television because of more proficient listening skills; more intermediate students found captioning distracting. To some extent, it is felt, these perceptions may also be attributed to technical problems with CCTV use, textual flaws in the materials, and teacher attitudes. Some recommendations are made for improving use of CCTV in the second language classroom. The two questionnaires are appended. Contains 36 references. (MSE)

ED 370 435 FL 022 216

Segan, Frances
Project Porvenir. Final Evaluation Report, 1992-93. OERA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; Career Education; Curriculum Development; Educational Attitudes; Elementary Education; *English (Second Language); Federal Aid; Federal Programs; Inservice Teacher Education; Limited English Speaking; Mainstreaming; *Native Language

Adult Basic Education.
PUB DATE- Jun 93
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Class Activities; Daily Living Skills; *English (Second Language); *Home Study; *Instructional Materials; *Literacy Education; *Material Development; Outreach Programs; *Peer Teaching; Second Language Instruction; Volunteer Training

This document consists of a project report as well as a handbook which was developed during the project. The purpose of the project was to encourage adult students of English as a Second Language (ESL) to take their skills home and reteach them to family members. The project evolved from concern that adult ESL students had low retention rates because they used the language little outside the classroom. It involved compiling a series of lessons, instructional activities, and games at four instructional levels as well as suggestions for implementing them in a classroom setting. The students were equipped with knowledge and materials to take home for reteaching. Of the 29 students enrolled in the instructional portion of the project, 16 took material home and retaught it, but not consistently. The report describes the project and its results, and includes student reteaching checklists, a course evaluation form, and several sample student responses using these forms. The teacher handbook contains eight lessons at each of four instructional levels. For each lesson, it provides general goals, a list of activities, step-by-step classroom procedures, and illustrations for instructional use. In some cases, comments of the teacher who designed the lesson are included. Lesson topics include: body parts; the garden; organs of the body; the library; medicine and medication; board games; becoming familiar with Erie (Pennsylvania); the home; clothing; community services; prepositions; months and days; giving and getting directions; rhyming; opposites; safety signs; U.S. geography; expressing opinions; contractions; and spelling. At each level, a student evaluation instrument follows the lessons. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 370 455 HE 026 767

Mortenson, Thomas G., Ed.
Postsecondary Education Opportunity. The Mortenson Report on Public Policy Analysis of Opportunity for Postsecondary Education. 1992-1993.
PUB DATE- 92
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access to Education; Bachelors Degrees; Black Students; Economic Factors; Educational Legislation; *Educational Opportunities; Enrollment; Enrollment Trends; Family Income; Federal Legislation; Financial Support; Government Role; *Higher Education; High School Graduates; Hispanic Americans; Military Personnel; Minority Groups; *Public Policy; Sex Differences; State Aid; Student Financial Aid; Whites
IDENTIFIERS- Higher Education Act Amendments 1992; National

*Statewide Planning; *Transfer Students; Undergraduate Study
IDENTIFIERS- Articulation for Career Education; *Illinois; Transfer Rates (College)

This report examines the extent of undergraduate student transfers and the status of undergraduate program articulation among Illinois higher education institutions. The first section analyzes information from a variety of sources on interinstitutional transfer within the state. These data clearly show that transfer among institutions affects a high proportion of Illinois students. In fall 1992, approximately seven percent of the total state undergraduate student population were classified as transfer students. In addition, data showed that among traditional transfers, students who earned associate degrees prior to transfer had a significantly higher probability of also earning baccalaureate degrees than did students transferring before degree attainment. Tables provide detailed data on enrollment patterns and degree attainment by individual institutions. The second section of the report describes the Illinois Articulation Initiative, launched jointly in January 1993 by the Illinois Community College Board and the Transfer Coordinators of Illinois Colleges and Universities. The first phase of the Initiative will develop an agreement on general education core curriculum to facilitate student transfer among Illinois institutions. The second phase of the Initiative, begun in four health professions, is attempting to develop articulated lower-division courses for transfer in the various bachelor's degree majors. As the Initiative progresses, it has become apparent that the model for articulating curriculum in the health professions could serve as the model for addressing broader school-to-work transition issues. (Contains 14 references.) (JB)

ED 370 473 HE 027 433

Baccalaureate Student Graduation, Time-to-Degree, and Retention at Illinois Public Universities.
PUB DATE- 3 May 94
NOTE- 80p.; For related documents, see HE 027 432 and ED 366 283.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bachelors Degrees; Black Students; College Graduates; College Students; Dropout Rate; Dropouts; Educational Trends; Higher Education; Hispanic Americans; Minority Groups; *Public Colleges; Public Policy; *School Holding Power; Statewide Planning; Tables (Data)
IDENTIFIERS- *Illinois; *Time to Degree

This report examines baccalaureate student graduation, time-to-degree, and retention at Illinois state universities and presents data on these issues in 21 tables. The analysis notes that a little more than half of all public university first-time freshmen earn a bachelor's degree and that less than 3 percent of freshmen complete their degrees in less than 4 academic years and about 25 percent complete their degrees in the traditional 4 academic years. Eventually about 55 percent of freshmen graduate. Among minority students graduation rates are lower and time-to-degree is longer. Conclusions reinforce current priorities to improve student access, choice, preparation for college-level work and undergraduate academic experience. Policy efforts to address these issues should continue. The tables which make up the bulk of the document present data on degree completion of first-time freshmen; degree completion of first-time freshmen from Black, Hispanic,

and College Learning.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Jan 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Change Strategies; College Faculty; College Outcomes Assessment; College Students; *Educational Administration; *Educational Change; Educational Policy; Educational Quality; *Free Enterprise System; *Higher Education; Institutional Mission; Models; School Organization; State Government

Higher education structures need to be redesigned to make them more responsive to the public's demand for more attention to teaching and learning and the reality of limited financial resources. The enterprise model can serve as a 21st century paradigm, with three new "tools": (1) customer influence on delivery of services; (2) accountability driven by those served--including students, parents, employers, and units both on and off campus; and (3) the assumptions that students want high quality education and can be trusted and that faculty want to perform and are highly energetic about their work. The proposed higher education model "unbundles" the current system--separating its functions into public enterprises, each accountable to its own customers. These enterprises would not receive legislative appropriations, but would earn revenues through service contracts. The model is structured as a family of public corporations operating under the guidance of the Higher Education Policy Board. Corporations include the learning connection, learning bank, and four educational enterprises (teaching, learning resources, learning technology, and facilities). Day-to-day operation of the model is outlined in four areas: learner services, programs, infrastructure, and governance. Two different paths toward implementation of the model are described: moving an entire higher education system toward the enterprise paradigm, or establishing only one of the enterprises at first. (JDD)

ED 370 493 HE 027 453

Young, Raymond J.; McDougall, William P.
Summer Sessions in Colleges and Universities: Perspectives, Practices, Problems, and Prospects.
SPONS. AGENCY- Phi Delta Kappa, Bloomington, Ind.; Washington State Univ., Pullman. Coll. of Agriculture.; Western Association of Summer Session Administrators.
PUB DATE- 91
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; *Educational History; *Educational Practices; Higher Education; *Program Administration; Program Development; School Schedules; Summer Programs; *Summer Schools; Universities

This book offers normative information about various operational facets of collegiate summer activities, places the role of the modern day collegiate summer session in evolutionary perspective, and provides baseline information produced by four national studies and one regional study. The book's chapters focus on: (1) a global perspective and orientation to the topic of collegiate summer sessions and a research review; (2) the

PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Administrators; Case Studies; *College Students; Compensatory Education; Disadvantaged Youth; Dropout Prevention; *Economically Disadvantaged; Educational Attainment; *Federal Programs; Graduation; Higher Education; *High Risk Students; High Schools; National Surveys; Program Effectiveness; Program Evaluation; *Student Personnel Services
IDENTIFIERS- *Student Support Services

This is the first interim report of the congressionally mandated National Study of Student Support Services (SSS), a federally funded grant program designed to help economically disadvantaged students achieve success at the postsecondary level. The program is intended to facilitate disadvantaged students' high school completion, entry into and completion of postsecondary education, and entry into graduate study. The report combines the results of two parts of the study. The first part (Chapters 2-6) provides an overview of the SSS program drawn from several national data sets and a survey of 200 SSS project directors. The second part (Chapters 7-9) presents the results of case studies of support services, policies, and programs in 50 institutions, of which 30 have SSS projects and 20 do not. Key findings are highlighted at the start of each chapter and they include: (1) the proportion of low income families has grown for each educational group except those in which at least one member has a college degree; (2) noncognitive factors important in college success among this population are a positive self-concept, realistic self-appraisal, ability to deal with racism, and preference for long-term goals; (3) SSS funding was $10 million in 1970 and $130 million in 1993; and (4) 25 percent of higher education institutions receive SSS funding. Appendices detail sampling methodology and provide additional details of study preliminary findings. (Contains 118 references.) (JB)

ED 370 513 HE 027 473

Cahalan, Margaret; And Others
National Study of Student Support Services. Interim Report: Volume 2: Profile of Freshman Participants and Project Services: 1991-92.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 94
NOTE- 110p.; For Volume I, see HE 027 472.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Counseling Services; Disadvantaged Youth; *Economically Disadvantaged; *Federal Programs; Higher Education; Program Administration; Program Design; Program Effectiveness; Student Characteristics; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Student Support Services

An interim report on the congressionally mandated National Study of Student Support Services (SSS) focuses on the characteristics of college freshmen program participants and on the level and type of services they receive. The federally funded grant program is designed to help economically disadvantaged students achieve success at the postsecondary level. It is intended to facilitate participating students'

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Educational Improvement; *Educational Technology; Elementary Secondary Education; Financial Support; Higher Education; Inservice Teacher Education; Program Evaluation; Questionnaires; School Districts; Schools of Education; School Surveys; State Programs; Tables (Data); Use Studies
IDENTIFIERS- Access to Computers; *Computer Coordinators; Training Needs; *Utah

This evaluation report describes program implementation, computer acquisition and placement, and computer use during the second year (1991-92) of the Utah Educational Technology Initiative (ETI). In addition, it discusses the various ways computers are used in Utah schools and reports the opinions and experiences of ETI coordinators in the 12 school districts closest to Salt Lake City. The five chapters are as follows: (1) "An Overview of the Utah Educational Technology Initiative and this Evaluation" addresses Utah's financial commitments to educational improvement through educational technology, previous evaluation reports, and data sources for this report; (2) "ETI Implementation during the 1991-1992 School Year" discusses comments of ETI coordinators, influences on ETI development and implementation, teachers' use of technology for instruction, and inservice training; (3) "Computer-Assisted Instruction: A Continuum of Instructional Use" considers school reform and educational technology, the continuum of computer use, and software tools; (4) "The Impact of ETI Funding on Computer Access during the 1991-1992 School Year" describes computer access and location, student/computer ratios 1989-92, and computer type and location; and (5) "Feedback and Networking Meetings" presents a summary of participants' concerns regarding inservice, software, hardware, technical support, the ETI project office, colleges of education, legislative funding, and vendors. The appendix contains the school questionnaire and evaluation feedback data from the Alpine School District. (MES)

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ED 370 533 IR 016 648

Mergendoller, John R.; And Others
Instructional Utilization, Teacher Training and Implementation of Utah's Educational Technology Initiative in School Districts and Colleges. Report #ETI-2.
PUB DATE- 92
NOTE- 247p.; For related documents, see IR 016 640 and IR 016 647-649.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; Elementary School Teachers; Elementary Secondary Education; Higher Education; Questionnaires; Rural Areas; *School Districts; *Schools of Education; Secondary School Teachers; State Programs; Tables (Data); Teacher Attitudes; *Teacher Education
IDENTIFIERS- Southern Utah University; Teacher Surveys; Training Needs; *Utah; Weber State University UT

This evaluation report describes the instructional utilization, teacher training, and implementation of Utah's Educational Technology Initiative (ETI) in school districts and colleges of education. Chapter 1 introduces the report and presents the

Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diagrams; *Graphic Arts; Graphs; Illustrations; Models; Visual Aids; *Visual Learning; *Visual Literacy
IDENTIFIERS- Graphic Representation; *Visual Thinking

Information graphics or diagrams are two-dimensional maps of relationships that present information. Creators and interpreters of diagrams need to know what makes some diagrams more effective in communicating information. This paper suggests a theoretical framework for diagram classification to make this possible. This framework consists of two related continua along the x-axis: categories of information structure, ranging from equidistant interval through ordinal to nominal, appear in the upper, horizontal coordinate; and categories of layout and design, ranging from technical through formal to informal, appear along the lower, horizontal coordinate. The definition of equidistant interval/technical arrays provides a clear division from the rest of the horizontal continuum. The definitions of ordinal and nominal categories also yield an explicit break. The formal/informal boundary is not as clearly defined. As a result, the farther a diagram moves to the right along the framework, the more intuitive the decisions become regarding diagram features. From this framework, research questions into graphic literacy could begin by focusing upon the effectiveness of various diagrams based on the type of communication used to convey information. (Contains 14 references.) (JLB)

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ED 370 551 IR 055 004

Pruisner, Peggy A. P.
From Color Code to Color Cue: Remembering Graphic Information.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; Comparative Analysis; Grade 7; Graphic Arts; Junior High Schools; Memory; Performance Factors; *Visual Aids; Visual Environment; *Visual Learning; *Visual Literacy; Visual Perception; Visual Stimuli
IDENTIFIERS- *Color Coding; Color Theories; Graphic Representation; United States (Midwest); Visual Thinking

This paper reports on a study which was conducted to determine the impact of color on learning. The entire seventh-grade class from a Midwest junior high school was used in the study. Each student was randomly assigned into one of four treatment groups: (1) color-cued presentation, color-cued assessment; (2) color-cued presentation, black/white assessment; (3) black/white presentation, color-cued assessment; (4) black/white presentation, black/white assessment. During their homeroom session, all students received directions via audiotape; they then, in isolation, read and studied the graphic presentation summarizing a little-known Norse myth. Finally, they demonstrated both immediate recall and two week

"Pennsylvania Education." (Contains 7 references.) (SLD)

ED 370 574 IR 055 027

Thompson, Thomas E.; Wiegmann, Beth A.
Visualizing Classroom Instruction: Creating Visual Images for Preservice Teacher Education.
PUB DATE- 93
NOTE- 7p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; College Students; *Education Majors; Elementary Education; Elementary School Students; Higher Education; Preservice Teacher Education; *Science Instruction; *Teacher Education; Teaching Methods; *Videodisks; Videotape Recordings; *Visual Learning; Visual Literacy
IDENTIFIERS- Digitizing; Illinois; *Northern Illinois University

A project on videodisc technology sponsored by the Illinois State Board of Education has captured classroom teachers teaching in their own classrooms to their own students. By digitizing this video instruction onto videodiscs preservice teachers and instructors have a visual learning tool that provides instant access to a variety of pedagogical information. Six outstanding teachers were videotaped on two separate occasions teaching hands-on science to their elementary school students. The process began with the identification of these teachers, who then prepared lesson plans prior to the videotaping. Each member of the production staff explained his or her function and the equipment to the children before the taping to reduce their tendencies to focus on the crew rather than the teacher. Videodiscs incorporated the following topics: (1) process skills at a basic level, (2) process skills at a more advanced level, (3) science teaching methods, (4) interdisciplinary science, (5) classroom management, and (6) questioning strategies. Discs will be used in teacher education at Northwestern Illinois University to illustrate pedagogical concepts to classes and for individual study. (Contains 9 references.) (SLD)

ED 370 575 IR 055 028

Walker, Alice D.
Digitizing Images for Curriculum 21.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Curriculum Development; Databases; Educational Technology; Engineering; Higher Education; Imagery; *Instructional Development; *Instructional Materials; *Multimedia Instruction; Program Development; Research Problems; Teacher Education; *Technological Advancement;

"Papers Presented at..." (150)
DESCRIPTORS- *Civil War (United States); Editing; Photographic Equipment; *Photographs; Photography; *Photojournalism; *Reprography; *Technological Advancement; *United States History
IDENTIFIERS- *Digitizing

The United States Civil War was the first American war to be documented extensively by photographs, and these photographs have had tremendous impact and importance. During the war and immediately following, the cost and difficulty of reproducing photographs limited their appeal. Economic pressures actually caused Matthew Brady, the most famous photographer of the Civil War, to sell his collection to the War Department. The invention of the half-tone process, which enabled mass reproduction of photographs, renewed public interest in photography and gave historians ready access to photographic materials. As Civil War survivors died, photographs became vital records of detail and lent a feeling of timelessness to the works they illustrated. The ease with which photographs may now be edited through digitized methods means that it is increasingly important to establish the history of each photograph and to record any changes made. (Contains 26 references.) (SLD)

ED 370 594 IR 055 047

Dana, Ann S.
Introduction of Technology into the Art Curriculum.
PUB DATE- 93
NOTE- 12p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Art Education; *Computer Assisted Instruction; Computer Graphics; *Curriculum Development; Editing; Educational Objectives; *Educational Technology; Elementary School Students; Elementary Secondary Education; Film Production; Grade 3; Junior High Schools; Middle Schools; Program Evaluation; School Districts; *Technological Advancement; Videotape Recordings; *Visual Arts; Visual Literacy
IDENTIFIERS- Middle School Students

Two initiatives to introduce technology into the art curriculum of a school district are described. The initiatives gave permission for money to be spent on third-grade and middle-school programs. Both were designed around the existing art curriculum and attempted to take advantage of hardware the district already owned. In the third-grade program, the educational objective was to introduce students to computers and software as tools and media for creating art through computer graphics. Students completed the five lessons and were videotaped as they presented their art work to an audience. The middle school initiative gave advanced students an experience that was relevant to the commercial uses of art. Students learned to create and alter computer images and to create animation. Evaluation found the third-grade initiative successful because of excellent communication and cooperation, and expansion to the district's other schools was recommended. An increased level of art literacy was seen in middle school students, and the continuation of the program was recommended. A concept map is attached. (Contains 10 references.) (SLD) proportions of the GCC student body as of the school district population as a whole; (2) females made up 55%-57% of the student population; (3) collegewide, students completed 72.9% of the units they attempted, though Black students were not as successful in completing units as other students; and (4) data on retention and persistence suggested that equity could be enhanced by targeting first-time college students for greater attention. SEP objectives focus on the development of teaching methodologies to serve the community and the enhancement of faculty commitment to student success. GCC has developed an integrated professional development program for all full- and part-time employees, including short courses, workshops, lecture series, grants for individual and institutional enhancement, a faculty resource center, and flex days. The Spring Student Survey, the Campus Views survey of faculty and staff, the Alumni Survey, and Focus Groups all serve to assess the campus climate and satisfaction. The SEP timeline is included. (KP)

ED 370 615 JC 940 301

College of DuPage Information Technology Plan, Fiscal Year 1994-95.
PUB DATE- 1 Mar 94
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Computer Centers; *Computer Oriented Programs; Computer Software Selection; *Information Systems; *Information Technology; Teleconferencing; Two Year Colleges; *User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- College of DuPage IL

Building upon four previous planning documents for computing at College of DuPage in Illinois, this plan for fiscal year 1995 (FY95) provides a starting point for future plans to address all activities that relate to the use of information technology on campus. The FY95 "Information Technology Plan" is divided into six sections, each providing an overview, definition, and lists of major issues, goals, and recommendations. The sections of the report focus on: (1) the planning process, which describes four surveys (i.e., the Student, Faculty, Administrative Departmental, and Academic Departmental Surveys) used to gather information on the college's computing needs; (2) academic computing, including information on student and faculty computer usage, the equipment in student labs, and faculty and student recommendations; (3) administrative computing, including the information processing services of payroll, personnel, general ledger, accounts payable and receivable, purchasing, student registration and records, financial aid, inventory, word processing, and management information system; (4) central computing, including centralized support for hardware, software, and staffing in mainframe and departmental computing and support for the campuswide data networks supporting academic and administrative computing; (5) telecommunications, which describes a proposed system to improve voice, video, and data communications on campus; and (6) financial considerations, which estimates the cost of each recommendation in the previous sections, excluding the telecommunications plan. The bulk of the report consists of appendixes which include additional information on the college and the planning process, a list of the college's academic system. The next sections provide an update on the present and future status of the STW implementation grant process, including information on the: (1) purposes for which states may apply for joint Education and Labor Department planning grants; (2) necessary components of one-time state implementation grant proposals; (3) local implementation grants, including the uses which may be made by local partnerships of grant funding; (4) provisions in the law which allow states to request a waiver from several federal statutory or regulatory provisions; (5) combining funds for low income schools to maximize the effective use of all potential resources; and (6) the three different STW funding streams dedicated to state efforts, local partnership grants, and high poverty grants. (KP)

ED 370 632 JC 940 333

Assisting Minority Students in Meeting the Requirements of the College-Level Academic Skills Test. A Report Submitted to the Florida State Board of Education by the Task Force To Improve Minority Student Performance on the CLAST.
PUB DATE- 1 Dec 89
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Basic Skills; *Black Students; Community Colleges; Elementary Secondary Education; English (Second Language); Enrollment Trends; High Risk Students; *Hispanic Americans; Institutional Characteristics; Institutional Evaluation; Minority Groups; Remedial Programs; Scores; Standardized Tests; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test; *Florida

During 1989, Florida citizens, educators, and students engaged in an intensive discussion about the passing score standards for the College Level Academic Skills Test (CLAST), which were scheduled to increase in August 1989. There was concern that the higher requirements would result in failure rates, particularly among Black and English as a Second Language (ESL) students, that were unacceptable. These concerns were reinforced by available data indicating that Black and Hispanic students do not perform as well on the CLAST as White students. In August 1989, the Board of Education confirmed a two-step approach to the raising of CLAST passing scores and requested that an ad hoc task force be formed to study the impact of the CLAST on minorities and formulate recommendations for the improvement of minority performance on the CLAST. This report by the task force examines the literature on at-risk students and reasons for poor performance which include social influences, learner characteristics, and academic factors. Research on the impact of the CLAST on minority students is reviewed, covering: (1) 1987-88 and 1988-89 CLAST results for first-time examinees in all public institutions by ethnic group (Black, White, and Hispanic); (2) March 1988 cohort scores on essay, reading, English language skills, and mathematics; and (3) estimated student performance based on approved passing scores. The remaining sections of the report provide recommendations for K-12 education, postsecondary education, and testing and reporting. Contains 34 references. (KP)

ED 370 633 JC 940 334

Recommendations for High School Preparation for Postsecondary were computers, Hawaiian Studies, Hawaiian, Japanese, and psychology. Responses to open-ended questions are included regarding better facilities; a central campus; more classes; more programs, especially computer skills, business, math and nursing; lower costs; and more varied scheduling. The survey instrument is attached. (KP)

ED 370 650 JC 940 355

Solorzano, Sylvia M., Ed.
Celebrating Partnerships. Proceedings of the Annual Community Education Conference (2nd, River Grove, IL, November 18, 1993).
PUB DATE- 18 Nov 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Abuse; *Community Action; *Community Coordination; *Community Education; *Community Programs; Community Services; Cultural Differences; Group Unity; Housing; Models; Program Descriptions; Public Health; Public Housing; Sexual Abuse; *Social Services; Substance Abuse

This compilation presents edited manuscripts of presentations from a community education conference held in Illinois. Summaries are provided for the following presentations: (1) "Leadership for Diversity," by Theodore L. Gross, outlining classroom goals to lead students out of prejudice; (2) "Building Coalitions," by Pat Kaye Edwards, reviewing current issues and goals related to the community education movement; (3) "Collaborative Leadership in Action: Extending the Academic Mission," by Ida Androvich and others, describing a collaborative relationship between Loyola University and the community of Maywood (Illinois); (4) "Communities InTouch: Substance Abuse Prevention," by Joanne Bieschke and Sarah Hansman, detailing the goals and strategies of an Illinois community health program; (5) "Interfaith, Interagency, Intercommunity," by Suzanne Dillon and others, highlighting Catholic Charities' activities in Cook and Lake County, Illinois; (6) "Issues of Child Sexual Abuse: Protection of Victims and Networking Services," by Tom Plach and others, describing Proviso Township's (Illinois) approach to investigating child sexual abuse; (7) "'New Directions': Offering New Options for Housing Choices," by Lashaune Brundage and Angela Woods, discussing an outreach program to increase home ownership options; (8) "Project Success,": School and Communities Working Together for Successful Families, by Lori Williams and others, describing a program to improve health and social service delivery to children and families; (9) "The Diversity Group: A Model for Building Community Unity," by Julia Doris and Helen Lockhart, reviewing a model for working with schools, churches, families, and the community; and (10) "Villa Alegre: A Model of Community Empowerment," by Luis Albaracin and others. Letters of support from community leaders and a list of conference attendees are appended. (KP)

ED 370 651 JC 940 356

Summative Review of College and Vocational Preparatory Instruction.
PUB DATE- Jun 94
NOTE- 132p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

(AA)

ED 370 668 PS 021 093

Gilbert, Neil; And Others
GAIN Family Life and Child Care Study. Final Report.
PUB DATE- 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Welfare; Day Care; Employed Parents; *Family Life; Mothers; One Parent Family; Parent Role; *Participant Satisfaction; State Aid; *State Programs; *Welfare Recipients; Welfare Services; *Work Experience; Young Children
IDENTIFIERS- *Aid to Families with Dependent Children; California; Child Care Needs; *Greater Avenues for Independence; Self Sufficiency; Welfare to Work Programs

This longitudinal study examined the California Greater Avenues for Independence (GAIN) program, which mandated that recipients of Aid to Families with Dependent Children (AFDC) work, prepare for work, or attend school after their youngest child reached 6 years of age. Interviews with 255 single AFDC mothers with one or more children under the age of 13 were conducted. Data were collected before individuals began participation in GAIN, and 3 and 12 months after they started a GAIN activity. Questions focused on: (1) what participants expected and achieved from the program in educational and employment outcomes; (2) how they managed the dual roles of parent and provider; (3) what child care they sought for their children; (4) how adequate they judged their child care to be; and (5) how family conflicts and child care affected their work and educational behavior. Findings suggested that the capacity of the GAIN program to force welfare recipients to work or prepare for work was limited, and that even among those recipients who were motivated to improve their prospects for economic independence, the transition from welfare to work was not rapid. Results also showed that the Family Support Act, part of the AFDC reform act, did not address the fundamental problem of providing high-quality child care at affordable prices, a problem which was frequently cited by GAIN participants. An appendix describes the study methodology. A separately published "executive summary" has been appended. (MM)

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ED 370 669 PS 022 000

Hartley, David
Understanding the Nursery School. Children, Teachers and Learning Series.
PUB DATE- 93
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Bureaucracy; *Childhood Needs; Foreign Countries; *Nursery Schools; Preschool Children; Preschool Education; Preschool Teachers; *Social Influences; *Social Science Research; *Sociology
IDENTIFIERS- Childhood Experiences; *Historical Background; Historical Explanation; *Historical Influences

This book focuses primarily on the relationship between the dominant societal form of organization, bureaucracy, and what counts as childhood, particularly the two years before compulsory education and the educational institution that leads

DESCRIPTORS- *Child Abuse; Early Childhood Education; Foreign Countries; Preschool Curriculum; *Prevention; Program Descriptions; Program Implementation; *Safety Education; *Sexual Abuse; *Teacher Role; *Young Children
IDENTIFIERS- Australia

This booklet discusses the problem of child abuse in Australia, profiles four child abuse prevention programs, and provides practical suggestions for early childhood educators to help prevent child abuse. The profiled sexual abuse prevention and awareness programs include: (1) CARE Kit, which includes workshops for community agencies, parents, and teachers, as well as daily lessons for students over the course of several weeks; (2) Body Rights: A (DUSO) Approach to Preventing Sexual Abuse of Children, a series of lessons that teach children about their bodies and provide safety rules that they can follow; (3) Talking About Touching Program II, a full personal safety curriculum for preschoolers; and (4) Protective Behaviors Program, an anti-victim training program for children and adults. The booklet stresses that educators and parents can reinforce the goals of these and other programs by encouraging children to take responsibility for their actions, providing positive feedback, discussing emotions and feelings with children, establishing safety rules, encouraging children to be assertive, and including parents in the planning and implementation of child abuse prevention programs. An appendix lists 12 alternative strategies for parents to use instead of hitting their child. Contains 14 references. (MDM)

ED 370 688 PS 022 363

McGregor, Heather
Breaking the Silence on Domestic Violence: Information for Children's Services Workers. Australian Early Childhood Resource Booklets No. 3.
PUB DATE- 90
NOTE- 19p.; For a related document, see PS 022 362.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitudes; *Battered Women; *Crisis Intervention; Definitions; Early Childhood Education; *Family Violence; Foreign Countries; Interpersonal Relationship; *Prevention; Safety; *Teacher Role; Victims of Crime; *Young Children
IDENTIFIERS- Australia

This booklet is designed to provide Australian early childhood workers with information about domestic violence and response techniques to employ if they become aware that children under their care are witnessing domestic violence. The booklet notes that domestic violence can include physical and sexual violence, as well as psychological, social, and economic abuse. It can have multiple detrimental effects on children, provoking tiredness, sleep disorders, timidity, aggression, withdrawal, eating disorders, health problems, poor hygiene, sensitivity, and attendance problems. The booklet also addresses various myths about domestics violence. Finally, the booklet emphasizes that early childhood workers need to support victims of domestic violence by: (1) believing their reports of abuse; (2) discussing safety strategies; (3) notifying the police; (4) informing victims about refuges and crisis services; (5) taking victims' fear seriously; and (6) helping the children of victims. Early childhood workers can help prevent domestic

Content Analysis of Children's Letters to Santa: Toy and Non-Toy Requests.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Beliefs; *Childhood Attitudes; Children; Content Analysis; *Letters (Correspondence); Sex Differences; Sex Stereotypes; *Toys
IDENTIFIERS- *Childrens Writing; *Santa Claus

This study examined the letters that 438 children aged 2 through 12 wrote to "Santa Claus" in care of a local newspaper in 1992. The letters were scored for: (1) number of toys requested; (2) non-toy requests; (3) specific requests for others; (4) intangible requests (i.e., world peace); (5) total toy price; and (6) number of toys costing $100 or more. Based upon a progression in children's belief in Santa Claus, three age-related groupings were identified as believers (6 and under), transitional (7 to 8), and nonbelievers (9 and over). Toys were classified as masculine, feminine, or neuter; as solitary, interactive, or both; and as faddish (based on a current television or movie character) or non-fad items. Results indicated that girls were more likely than boys to request clothing or functional items. Nonbelievers were less likely to request tangible items than believers. Both girls and boys requested sex-appropriate toys and neutral toys in equal proportions. Based upon the results of previous research, boys have increased their preference for neutral toys, with neutral toys now as popular as sex-typed toys among both sexes. (MDM)

ED 370 708 PS 022 413

Pooley, Lynn, Ed.; Goetz, Kathy, Ed.
Starting and Operating Support Groups: A Guide for Parents.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Group Discussion; *Group Dynamics; *Parent Associations; Parent Participation; *Parents; Social Agencies; *Social Support Groups
IDENTIFIERS- Group Development; *Group Leaders

This booklet is designed to encourage and assist parents in locating or starting a parent support group. It provides guidelines and suggestions for group formation and can serve as a resource guide for parent support groups. The eight sections of the booklet address the following topics: (1) the role of parent support groups; (2) definitions of a support group; (3) preliminary planning before starting a group; (4) getting started; (5) setting up the group; (6) the first meeting; (7) future meetings; and (8) the maintenance of a healthy group. Appendixes provide a list of parent support agencies, sample letters and handouts for meetings, a group formation checklist, and a resource directory. (MDM) training model that builds on the leadership skills and expertise of people who are retired from full-time employment, but are still willing to share their time and talent to benefit their community. Although other formats for the program are described, the typical format involves a 3-day retreat and eight weekly sessions. Topics include aspects of community leadership, interpersonal relationships, individual leadership skills, working with groups, holding effective meetings, public policy, the role of local government, and volunteerism. The manual is divided into three parts. Part I, Getting Started, describes how to go about setting up a LEAR program. Part II, Curricular Materials, consists of a series of model lectures that cover the major topics contained in the program. Lesson plans include classroom exercises, suggestions for outside reading, and reference to supplementary material found in the appendix. Part III, Appendix, consists of designated readings, overhead masters, class handout masters, reference materials, and other materials to facilitate the program. (KS)

ED 370 727          RC 019 242

Directory of Health Education Programs for Elders.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 90
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; *Health Education; *Health Programs; Health Promotion; Mental Health; Minority Groups; Nutrition; *Older Adults; Pharmacology; *Profiles; *Rural Areas; Safety

Health education programs for older adults can be an efficient and cost-effective way to meet the challenge of a healthy old age. This directory describes 36 health education programs for the rural elderly in the areas of comprehensive programs, mental health, nutrition, physical health (including exercise), medication, safety, and health consumerism. Comprehensive programs contain a combination of components addressing at least the areas of mental health, exercise, and nutrition. Most programs were developed for rural areas, or reviewer comments suggest rural adaptations. Within the seven categories are four programs specifically developed for a minority audience and two others that offer translated versions or components. The program profiles are abbreviated descriptions of the major characteristics and components of each program. Each profile contains the date the program was developed or published; an abstract; curriculum content; setting for which the program was designed; implementation, funding, and evaluation information; reviewer comments; and source for program materials. Contains a list of program reviewers, an index by program descriptors, an index by program developers, and a list of other Center on Rural Elderly publications. (KS)

ED 370 728          RC 019 243

Directory of Education Programs for Caregivers of Elders.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 90
NOTE- 385p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agricultural Education; *American Indian Education; *Community Colleges; *Federal Aid; Federal Legislation; Hearings; *Land Grant Universities; Postsecondary Education; Rural Extension; Technical Institutes; *Tribally Controlled Education; Vocational Schools
IDENTIFIERS- Congress 103rd; Proposed Legislation

A Senate committee hearing received testimony on the Equity in Educational Land Grant Status Act, which would extend land-grant status and concomitant federal aid to 29 Indian tribal colleges and postsecondary institutions. Senators and representatives of the National Association of State Universities and Land Grant Colleges, Navajo Community College, the American Indian Higher Education Consortium, Sinte Gleska University, and the Bureau of Indian Affairs, Office of Indian Education Programs endorsed the act and discussed the analogies between the mission of tribal colleges and that of present land-grant institutions, the underfunding of tribal colleges, the need for education in agriculture and natural resource management on American Indian reservations, and the opportunity for expanded rural extension initiatives that land-grant status would provide. Additional materials submitted to the committee include a list of the benefits of land-grant status; a description of the mission, philosophy, programs, students, and needs of Navajo Community College (NCC); statistical information on the Navajo community and economy; results of a survey of NCC graduates; and a proposed amendment to the bill. (SV)

ED 370 746 RC 019 645

Garnos, Michael L.
Non-Traditional Sources of Revenue for High Schools: South Dakota's Experience in the Private Sector.
PUB DATE- Oct 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, September 30-October 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Fund Raising; High Schools; Principals; *Private Financial Support; School Districts; *School Funds; School Size; *Shared Resources and Services; State Surveys; Superintendents
IDENTIFIERS- *South Dakota

A survey of superintendents and principals in 91 percent of South Dakota school districts examined the extent and nature of nontraditional funding acquired by high schools, and administrator attitudes toward this funding. Sources of funding were categorized as donor sources (cash or other donations from individuals or organizations); enterprise sources, such as leasing of school services or facilities to other school districts or organizations; and cooperative sources, such as shared programs or facilities. Superintendents and principals agreed that over half of nontraditional revenues were obtained from shared programs with other districts, cash gifts, and activity fund-raisers, but differed in their estimates of the amounts received from these sources and their relative importance. Estimates suggest that nontraditional revenues accounted for 2.7-5.9 percent of per pupil spending in 1991-92. However, superintendents indicated that they were generally for the Macintosh" (H. Modell); (14) "Designing Protocols for Student Laboratories" (H. Modell); (15) "Where are the Videodiscs?"; (16) "Computer Programs for Memory Tests" (I. Sipinkova and J. Zahumensky); and (16) "Developing Simulations to Help Students Learn Renal Physiology" (H. Modell). (PR)

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ED 370 763 SE 053 846

Schroeder, Thomas L.
Mathematical Connections: Two Cases from an Evaluation of Students' Mathematical Problem Solving.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (Seattle, WA, March 29-30, 1993). For a related paper, see SE 053 847.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Foreign Countries; Geometry; Grade 10; High Schools; *High School Students; Interviews; Mathematical Applications; *Mathematics Education; *Problem Solving; Qualitative Research; Trigonometry; *Word Problems (Mathematics)
IDENTIFIERS- *Connections (Mathematics); Factoring (Mathematics); Pythagorean Theorem

The importance accorded mathematical connections in the professional literature is not properly reflected in the relatively small number of empirical investigations of students' mathematical connections. The purpose of this study was to investigate the mathematical connections that students form and use in solving nonroutine problems. Two main types of mathematical connections are: internal (across mathematical topics) and external (between mathematics and its applications in other fields or in the real world). Tenth-grade students (n=17) were interviewed while solving one of two nonroutine problems, one involving algebra and internal connections, the other involving geometry and external connections. The two problems elicited a wide variety of responses and seemed to require students to operate metacognitively, to recognize the purposes for the mathematical tools they study, and to identify subgoals along the road to a solution, and therefore seem to be a worthwhile means of exploring students' abilities with mathematical connections. (MKR)

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ED 370 764 SE 053 847

Schroeder, Thomas L.
Using the Pythagorean Theorem in a Contextualized Problem.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For a related paper, see SE 053 846.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Foreign Countries; Geometry; Grade 10; Heuristics; High Schools; *High School Students; Interviews; *Mathematical Applications; *Mathematics Education; Metacognition; *Problem Solving; Qualitative Research; Trigonometry; Word Problems (Mathematics)
IDENTIFIERS- Pythagorean Theorem; Representations (Mathematics)

This qualitative assessment of tenth-grade students' (n=17) problem solving focused on the nature of students' thinking,

ED 370 785 SE 054 447

Kahle, Jane Butler
Images of Scientists: Gender Issues in Science Classrooms. What Research Says to the Science and Mathematics Teacher. Number 4.
PUB DATE- Dec 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; *Science Careers; Science Education; Scientific Attitudes; Scientists; *Sex Differences; *Student Attitudes; *Womens Education
IDENTIFIERS- *Attitudes Toward Science

According to research reports, the negative image that a large number of students have concerning scientists has been remarkably stable over the past 30 years. This document provides an overview of the present and past research conducted to obtain a better view of student's perceptions of scientists, students' attitudes toward science and science careers, and strategies to help improve both attitudes and achievement in science. (ZWH)

ED 370 786 SE 054 448

Tobin, Kenneth
Metaphors and Images in Teaching. What Research Says to the Science and Mathematics Teacher. Number 5.
PUB DATE- Apr 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Improvement; Mathematics Education; *Metaphors; Science Education; *Science Instruction; Science Teachers
IDENTIFIERS- Australia

Examples are drawn from an ongoing research program conducted in Australia and the United States to help explain how metaphors and images are associated with salient teaching roles and belief sets. This document is partitioned into five sections: (1) method; (2) metaphors and images; (3) teacher change; (4) what we learned from these studies; and (5) some questions for the consideration of science and mathematics teachers. (ZWH)

ED 370 787 SE 054 449

Lowe, Richard K.
Scientific Diagrams: How Well Can Students Read Them? What Research Says to the Science and Mathematics Teacher. Number 3.
PUB DATE- Oct 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Concept Formation; *Diagrams; Educational Research; Foreign Countries; Higher Education; Meteorology; Science Education; *Science Instruction; Secondary Education; Visual Aids

To determine whether scientific diagrams are helpful to students, researchers involved students in a mind probing investigation.

Integrated Activities; Mathematics Education; *Physical Sciences; *Science Activities; Science Education; Scientific Concepts; Teaching Guides; Technology Education
IDENTIFIERS- Hands On Science; *Rockets

Rockets have evolved from simple tubes filled with black powder into mighty vehicles capable of launching a spacecraft out into the galaxy. The guide begins with background information sections on the history of rocketry, scientific principles, and practical rocketry. The sections on scientific principles and practical rocketry are based on Isaac Newton's Three Laws of Motion. These laws explain why rockets work and how to make them more efficient. These sections are followed with a series of physical science activities that demonstrate the basic science of rocketry. Each activity is designed to be simple and take advantage of inexpensive materials. Construction diagrams, material and tools lists, and instructions are included. A brief discussion elaborates on the concepts covered in the activities and is followed with teaching notes and discussion questions. Because many of the activities and demonstrations apply to more than one subject area, a matrix chart has been included to assist in identifying opportunities for extended learning experiences. The chart identifies these subject areas (e.g., chemistry, history) by activity and demonstration title. Many of the student activities encourage student problem-solving and cooperative learning. The length of time involved for each activity and demonstration will vary according to its degree of difficulty and the development level of the students. Generally, demonstrations will take just a few minutes to complete and most activities can be completed in less than an hour. The guide concludes with a glossary of terms, suggested reading list, NASA educational resources, and an evaluation questionnaire. (ZWH)

ED 370 810 SE 054 582

Ely, Donald P.; Huberman, A. Michael
User-Friendly Handbook for Project Dissemination: Science, Mathematics, Engineering, and Technology Education.
PUB DATE- 94
NOTE- 21p.; For a related document, see ED 366 511.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Information Dissemination; Program Evaluation; Science Education
IDENTIFIERS- *National Science Foundation

This document was developed to provide principal investigators and project evaluators working with the National Science Foundation's Directorate for Education and Human Resource Development (EHR) with a basic understanding of dissemination. It is aimed at people who want to learn more about both developing and implementing a dissemination plan. It complements the "User-Friendly Handbook for Project Evaluation, Science, Mathematics, Engineering, and Technology Education." Dissemination guidelines are included. (Author/ZWH)

ED 370 811 SE 054 584

Backhus, DeWayne
Secondary-Level Physical Science Teachers and Teaching in Kansas:

notably American government and comparative government, courses are recommended in political science and cognate disciplines. A major in political science is recommended because it includes courses on democratic theory, constitutional democracy, and political institutions' processes that are the core of pre-college instruction on civics and government. The subjects and skills of a political science major are compatible with a broader social sciences or social studies perspective. As a discipline, political science encompasses methods of inquiry of the cognate social science disciplines and encourages its majors to elect courses in these disciplines. For the future teacher, historical analysis is a valuable tool for political science courses and for a minor. While a major is recommended, the prospective teacher should have at least a minor in political science, but a major or equivalent credit hours in political science is preferable. Primary courses should include introduction to American Government and Politics, Introduction to Comparative Government and Politics, International Relations, and Political Theory. Advanced courses in U.S. government, politics, and public law, including state and local government, comparative politics, and political theory and philosophy are suggested. A total of six courses is recommended from history, geography, economics, sociology, anthropology, and psychology. Training in instructional strategies should be included. The preparation of elementary school teachers is briefly discussed. (DK)

ED 370 830          SO 023 238

Prospects for Further Engagement: A Report of Results of the OAH Survey on International Resource Exchanges.
PUB DATE- Apr 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Nationals; Government Role; Higher Education; *History Instruction; *International Educational Exchange; Primary Sources; *Research Opportunities; Resource Materials; Student Exchange Programs; United States History
IDENTIFIERS- *Americanists; Historians; *Organization of American Historians

This document reports survey results providing data and ideas fo evaluating possible Organization of American Historians (OAH) international initiatives. The survey was constructed to address a wide range of issues and to solicit information on those resources that Americanists worldwide either wish to receive or have to offer. It sought information on existing structures for resource exchanges and on the roles that foreign governments and the U.S. government play in supporting Americanists' scholarship abroad. The survey was mailed to scholars, institutions, and OAH members worldwide whose work focused on U.S. history. The purpose of the survey was to determine the interest in and prospects for international exchanges of people, ideas, and materials. Americanists who responded to the survey almost uniformly expressed interest in one or more of the possible avenues of international exchange. Foreign respondents reported that they view exchanges primarily as an opportunity to obtain access to resources that could enhance their research, their teaching, and their institution's or program's curriculum. U.S. scholars want broader perspectives and fresh insights. Both foreign and domestic responses reflect a desire for access to outside perspectives,

PUB DATE- Nov 93
NOTE- 47p.; Mater's Thesis, School for International Training, Brattleboro, VT.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; Course Content; *Cultural Education; Educational Strategies; *English (Second Language); *Experiential Learning; Higher Education; *Intensive Language Courses; *North American Culture; Program Design; Second Language Instruction; Summer Programs

A plan for teaching American culture in a summer intensive course in English as a Second Language, at the intermediate level and focusing on speaking and listening skills, is detailed. The approach used to design the cultural unit integrates two models for culture education and the experiential learning cycle. The report begins with an explanation of the project to design the unit, including the course context, definition of culture, unit scope and objectives, procedures, and criteria used for selecting appropriate student-centered activities. The second chapter describes the application of one cultural education model (details of which are charted in an appendix) to the first ten days of instruction, based on four aspects of cultural knowledge which are as follows: knowing about, knowing how, knowing why, and knowing oneself. Chapter three explains how the experiential learning cycle was used to organize the unit. Chapters four and five outline the second cultural education model, a culture grid, and its use in planning the last four weeks of instruction. Some of the class activities are described. Contains 19 references. (MSE)

ED 370 372            FL 022 121

Brock, Mark N.
Reflections on Change: Implementing the Process Approach in Hong Kong.
PUB DATE- Mar 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Classroom Techniques; *Educational Change; *English (Second Language); Foreign Countries; *Instructional Innovation; *Resistance to Change; Secondary Education; Teacher Attitudes; *Writing Instruction; Writing Processes
IDENTIFIERS- *Hong Kong; *Process Approach (Writing)

The process of change and the resistance to change experienced by teachers and students during implementation of a new instructional approach is examined. The specific situation described is implementation of a process-oriented approach to writing in English as a Second Language, as experienced by eight Hong Kong secondary school teachers and their students and reflected in the teachers' diary entries during three lesson cycles. All teachers participated voluntarily. In writing diary entries, the teachers were guided by a set of questions designed to aid in describing and reflecting design of an effective textbook to integrate business content and language skills. Special reference is made to the two-semester business German course offered by the University of Southern California (USC). The major goal of the USC course is to convey the basic background about the business world in German-speaking countries to students, focusing on culture and the presentation of specific contextualized content with immediate applicability in the target culture. The textbook designed for the course is, except for footnotes, entirely in German, and features chapters organized around topics. The chapter contents facilitate an interactive, communication-orientated approach by means of authentic text materials and coordinated activities. The vocabulary presented in the texts is cross-referenced with an encyclopedic listing of business terms in German. (MDM)

ED 370 391 FL 022 149

Koike, Shohei
Teaching Status Differences in Japanese Business Settings.
PUB DATE- 93
NOTE- 21p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Problems; Cross Cultural Studies; *Cultural Differences; Foreign Countries; *Instructional Materials; *Interpersonal Relationship; *Japanese; Second Language Instruction; *Status
IDENTIFIERS- *Japan; United States

This paper examines cultural differences between Japan and the United States and presents materials designed to help learners of Japanese understand patterns of behavior in that country through realistic episodes and situations. Understanding status differences is important for effective social and business communication with the Japanese. Status differences are reflected not only in the Japanese language, but in the way that Japanese think and act in social and business settings. The Japanese emphasis on distinction is closely linked to personal interdependence. Japanese attitudes towards reservation and hesitation, initiative and presumption, and group belonging are also examined. Two appendixes present examples of typical business situations in English and Japanese, focusing on the problems that many Americans have in dealing effectively with Japanese social and business customs. (MDM)

ED 370 392 FL 022 150

Nakajima, Setsuko
Demonstrating Miscommunication Problems Between American and Japanese Businessmen Through Video.
PUB DATE- 93
NOTE- 20p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).

Education

The federally funded Model Development Program of Bilingual Education served 385 students at one elementary and one middle school in Manhattan (New York) in 1992-93, its third year of operation. Participants included 168 native Spanish-speaking, limited-English-proficient (LEP) students and 217 English-proficient (EP) students, both language-minority and English language background. Instruction was provided in English-as-a-Second-Language (ESL) for LEP students, Spanish as a second language (SSL) for EP students, and content areas using a dual-language approach. The program also included a broad staff development component and a strong parental involvement component including high school equivalency courses, college instruction, ESL classes, and other activities. Participating LEP students were selected based on an achievement lag of one year in content areas; EP students were admitted on request. The project met its objectives for ESL, staff development for ongoing education and teacher trainees, and two aspects of parent involvement. It did not meet the reading objective for EP students. Attainment of objectives in SSL, mathematics, and reading for LEP students and in staff development for content-area teaching could not be assessed. Recommendations for improvement include modification of one staff development objective and exploration of EP students' lack of gain in reading. (MSE)

ED 370 411 FL 022 188

Gu, Yongqi
Vocabulary Learning Strategies of Good and Poor Chinese EFL Learners.
PUB DATE- Mar 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Chinese; College Students; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; Individual Differences; Learning Processes; *Learning Strategies; *Protocol Analysis; *Reading Comprehension; Second Language Learning; *Vocabulary Development
IDENTIFIERS- *Chinese People

Two case studies of the specific vocabulary learning strategies used by native Chinese-speakers learning English as a Second Language (ESL) at Beijing Normal University are presented and discussed. Subjects were two university students identified as "good" and "poor" language learners. They read two passages, one with about twice as many unfamiliar words as the other. The texts were marked for students to stop reading at certain points and verbalize their thinking processes. A post-reading think-aloud protocol was also used. The think-aloud processes were analyzed for vocabulary-learning processes and strategies, based on three stages of vocabulary learning: initial handling of a problem word, dictionary strategies, and reinforcement strategies to commit the word to memory. A flow chart of each subject's vocabulary learning process was developed, and the two were compared and contrasted stage by stage on both metacognitive and cognitive levels. These comparisons are presented, with specific examples of words learned by each subject. Some dramatic differences found in the processes and strategies they used are discussed, and implications for theory

Instruction; Parent Participation; Program Descriptions; Program Effectiveness; Program Evaluation; Second Language Instruction; Spanish Speaking; *Special Education; Staff Development
IDENTIFIERS- New York City Board of Education; *Project Porvenir NY

Project Porvenir was a federally-funded program serving 392 native Spanish-speaking, limited-English-proficient students in four Bronx (New York) elementary schools in 1992-93, its fifth and final year of operation. Participating students were general education students in grades 3-6 and special education students. Students received instruction in career education in their English-as-a-Second-Language (ESL) and native language arts (NLA) classes. Staff development, parent involvement in school-related activities, and curriculum development were also important program components. The program met its objectives for English language development, career-education, non-academic mainstreaming, attendance of general education students, staff development, curriculum development, and parental involvement. It did not meet its objectives for NLA, academic mainstreaming of special education students, and attendance of special education students. (Author/MSE)

ED 370 436 FL 022 217

Weasenforth, Donald L.
Prompt Type Effects on Essay Ratings.
PUB DATE- May 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *English (Second Language); *Essays; Evaluation Methods; Evaluation Research; Foreign Students; Higher Education; Holistic Evaluation; Influences; *Language Proficiency; Measurement Techniques; Questionnaires; *Rating Scales; Statistical Analysis; *Student Evaluation
IDENTIFIERS- *Essay Topics; University of Southern California

This study examined 412 college students' essay performance on two prompt types, a traditional prose essay and a type incorporating graphics, modeled on those from English Language Challenge Examination (ELCE) developed for the University of Southern California (USC). The majority of the participants were international students at USC. Each individual wrote one essay based on one of four randomly assigned prompts. Each essay was rated by independent raters using a 10-point criterion-referenced rhetorical scale developed for the ELCE. A subsample of 30 essays was additionally analyzed by means of holistic and quantitative rating scales. Differences between the mean scores on the rhetorical scale were found to be insignificant for all subgroups of participants, including various proficiency levels, academic status, field of study, and various native language groups. Initial analyses of students' responses to two questionnaires and to questions posed during individual interviews indicated variation in familiarity with graphics and some concern about the validity of using graphics as contextual cues with essay prompts to be used for testing. Six appendixes include the essay prompts, student questionnaires, interview questions, prompt evaluation forms, the rhetorical rating scale, and the holistic rating scale. Contains 57 references. (MDM)

ED 370 437 FL 022 218

Education Goals 1990; Washington

This document is a compilation of the first 18 issues of a newsletter on public policy and postsecondary education opportunity trends. Each monthly issue contains one or two main articles providing an analysis of research on trends in postsecondary education. The major articles in these issues are: (1) "Equity of Higher Education Opportunity: Women Reached Equity with Men in 1991 But Progress for Hispanics and Blacks Stalled for Last 15 Years"; (2) "Higher Education's Share of State Budgets Declined Again in 1990 as it Has for Most Years Since 1968"; (3) State Policies on Educational Opportunity through State Student Financial Aid Laws"; (4) "Top Quartile Ten Times More Likely to Earn Baccalaureate Degree by Age 24 than Students From Bottom Quartile of Family Income"; (5) "The National Education Goal of a 90 Percent High School Graduation Rate"; (6) "Women Surpassed Men in Four-Year College Attainment in 1991 Following Five Decades of Steady Progress"; (7) "Growth in College Enrollment Rates During 1980s Limited to Americans Under Age 25"; (8) "What is Wrong with Washington State? Statewide Enrollment Limits Gone Amuck"; (9) "College Entrance Rates for Recent High School Graduates Reached Record Levels in 1991--Except for Men and Blacks"; (10) Tuition's Share of Expenditures for Student Education in Higher Education Rose Sharply During 1980s"; (11) "Things Go from Bad to Worse" (recent public policy decisions which effectively curtail postsecondary education opportunities); (12) Blacks Make Progress in High School Graduation and College Access But Colleges Offset Gains with 25 Years of Declining College Completion" (13) Measuring College Affordability"; (14) "Downsizing the Military" (implications for higher education); (15) Higher Education Amendments of 1992: Report of the Committee on Education and Labor, House of Representatives"; (16) "Hispanics Are Less Than Half as Likely as Whites to Complete Four Years of College--and Slipping Farther Behind"; (17) "Target Populations to Achieve the National Goal of a 90 Percent High School Graduation Rate"; (18) The State Record and Outlook for Fiscal Year 1994 for Financing Postsecondary Education Opportunity"; "Focus on the States...Changes for College by Age 19 Show Strong Geographic Patterns"; (20) "Education Equity Index Update...No Progress for Blacks and Hispanics on Equity in 1992"; (21) "The Rich Get Richer and the Poor Get... Disparities in Higher Education Opportunity across Family Income Levels Were Huge and Growing in 1991"; (22) "But a Quarter Didn't...Nearly Three-Quarters of College Freshmen Enrolled in First Choice of College in 1992"; (23) "The Outreach Market...Parental Educational Attainment Drives Educational Attainment of their Children"; (24) "What Else was There To Do? High School Graduates of 1992 Entered College by October at Record Rates, Again"; (25) "Up, Up and Away...Affordability Concerns Re-emerge among American College Freshmen in 1992"; (26) "It Helps To be...Family Income Backgrounds Continue to Determi

ED 370 456          HE 027 161

Heim, Peggy
The NACUBO/TIAA-CREF Survey of College and University Retirees.
PUB DATE- Oct 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; Colleges; Employment Practices;
Faculty College Relationship; Family Financial Resources;

and other minority groups; average graduation rates of first-time freshmen; average graduation rates of Black, Hispanic, and other first-time freshmen; trends in transfer patterns among first-time freshmen between 1983 and 1988; degree attainment, enrollment status, and non-persistence among first-time freshmen; degree attainment, enrollment status, and non-persistence among Black, Hispanic, and all other first-time freshmen; and enrollment duration among dropouts (all, Black, Hispanic, and all others). (JB)

ED 370 474 HE 027 434

Focus Statements for Illinois Public Universities.
PUB DATE- 11 Jan 94
NOTE- 15p.; For a related document, see ED 365 272.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Policy; Higher Education; *Institutional Mission; Institutional Role; Master Plans; *Mission Statements; Policy Formation; *Public Colleges; Public Policy; State Boards of Education; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Illinois

This publication presents the officially adopted focus statements for Illinois public universities which describe the distinctive strengths and contributions of each institution, their priorities, and their immediate programmatic directions. Focus statements are developed at the State Board of Higher Education level for statewide planning purposes in contrast to mission statements which institutions develop for themselves and which institutions' boards approve. To illustrate the purpose of focus statements, the paper offers examples from Southern Illinois University at Edwardsville which include the institution's Statement of Mission, Master Plan Mission, Focus Statement, and a priorities statement. The paper then lists the common goals and priorities of all Illinois public universities and provides the focus statements of the following institutions: Chicago State University; Eastern Illinois University; Governors State University; Northeastern Illinois University; Western Illinois University; Illinois State University; Northern Illinois University; Sangamon State University; Southern Illinois University at Carbondale; Southern Illinois University at Edwardsville; University of Illinois at Chicago; and University of Illinois at Urbana-Champaign. An appendix contains statements for each institution adopted in 1976 and replaced by the statements presented in this document. (JB)

ED 370 475 HE 027 435

Statewide Higher Education Policies and Priorities for Illinois Private Colleges and Universities.
PUB DATE- 4 May 93
NOTE- 49p.; For a related document, see HE 027 436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Board of Education Policy; Educational Finance; Educational History; Educational Trends; Government School Relationship; Higher Education; Institutional Role; Master Plans; Policy Formation; *Private Colleges; Public Policy;

historical of the evolution of summer sessions; (3) various features of summer terms, including organization and administration, curriculum and instructional activities, students, and staff; (4) historical development and influence of the collegiate calendar and its relationship to summer sessions; (5) historical development, role, nature, and contribution of professional associations relating to summer sessions; (6) major problems, issues, and trends regarding collegiate summer sessions; and (7) evaluation of summer sessions. An appendix provides a brief program evaluation proposal. (Contains approximately 300 references.) (JDD)

ED 370 494 HE 027 454

The Literature on Factors Affecting Faculty Supply and Demand: An Annotated Bibliography.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Jun 91
NOTE- 45p.; For related documents in this series, see HE 027 431 and HE 027 455.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Faculty; *Employment Patterns; Enrollment Trends; Higher Education; Student Characteristics; Teacher Attitudes; *Teacher Employment; Teacher Recruitment; Teacher Retirement; Teacher Salaries; Teacher Shortage; *Teacher Supply and Demand; Tenured Faculty

This monograph provides complete citations and summaries of literature and studies on factors affecting faculty supply and demand. The monograph is divided into two sections: (1) annotations for approximately 85 articles, books, and reports; and (2) annotations for approximately 75 edited volumes. References include material on the state of the professorate (distributions of faculty by age, rank, tenure, and salary, and faculty attitudes); factors affecting faculty demand (faculty aging and retirement, impact of mandatory retirement legislation, interinstitutional mobility, student enrollment and population trends); factors affecting faculty supply (supply of new doctorates, career choices, pipeline interceptions, recruitment and retention); current and expected faculty shortages; effective management of faculty resources (recruitment and retirement policies, academic work environment, faculty vitality, professional development); and student characteristics (high school graduation rates, college enrollment patterns, trends in degrees awarded, and career choices). (JDD)

ED 370 495 HE 027 455

Lozier, G. Gregory; Dooris, Michael J.
Faculty Retirement Projections beyond 1994: Effects of Policy on Individual Choice.
SPONS. AGENCY- Pennsylvania State Univ., University Park. Center for the Study of Higher Education.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Jun 91
NOTE- 171p.; For related documents in this series, see HE 027 431 and HE 027 454.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

high school completion, entry into and completion of postsecondary education, and entry into graduate study. Study data were from a baseline survey of all freshman participants (2,800) at 28 sampled 2-year and 4-year institutions with SSS programs and detailed service records kept for a sample of freshman and non-freshman participants over the course of one academic year. Findings include the following: (1) 60 percent of SSS freshmen were either 18 or 19 years old but this proportion was lower than that found among all freshmen nationwide (90 percent); (2) 67 percent were female; (3) 41 percent were white, 38 percent were black, 22 percent Hispanic, 4 percent Asian, and 2 percent Native American; (4) SSS projects cost $768 per student in 1992; (5) most SSS programs offer a mix of counseling and tutoring and some involvement in instructional courses and workshops; (6) mean number of service contacts per SSS participant was 12 and mean number of hours of contact was 10; and (7) the mean grade point average for SSS students was 2.3. Appendices provide additional detail on sample methodology, the questionnaire used, and the file layout. (JB)

ED 370 514 HE 027 475

Green, Kenneth C.; Eastman, Skip
Campus Computing 1991. The EDUCOM-USC Survey of Desktop Computing in Higher Education.
PUB DATE- 92
NOTE- 81p.; Sponsored by 15 computer and computer software companies. For the 1992 and 1993 surveys, see HE 476-477; for the 1990 survey, see ED 339 368.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Educational Finance; *Higher Education; Intellectual Property; *Microcomputers; School Policy
IDENTIFIERS- Interuniversity Communications Council; Software Copying; Software Piracy

A national survey of desktop computing in higher education was conducted in 1991 of 2500 institutions. Data were responses from public and private research universities, public and private four-year colleges, and community colleges. Respondents (N=1099) were individuals specifically responsible for the operation and future direction of academic computing on their campuses. Among key findings were: (1) 37.2 percent of campuses reported reductions in academic computing budgets and one-fifth reported these reductions at 5 percent or more compared to previous years; (2) about two-thirds of campuses were trying not to reduce staff, user services, or hours for public access to facilities and a majority of institutions are exploring less expensive hardware and software options and are more active in recycling older equipment; (3) over a third of campuses will purchase fewer desktop computers during the current academic year; (4) MS-DOS was rated the most important operating system for the future followed by Windows and Macintosh OS; (5) 52.8 percent of institutions have a campus policy regarding software use and duplication; and (6) there was an increase in the proportion of students who own personal computers: up to 18.1 percent from 16.5 percent the previous year. Also included are the survey data and appendixes with study methodology, the survey form, and a list of participating institutions. (JB) evaluator's judgment about the steps needed to maximize the educational return on the financial investment represented by the ETI. Chapter 2 describes how elementary teachers actively involved in the ETI use computers in their instruction. Chapter 3 describes the ETI-related training these elementary teachers received. Chapters 4 and 5 focus on secondary teachers actively involved in the ETI; chapter 4 examines how the secondary teachers use technology in their instruction, and chapter 5 describes the ETI-related training these secondary teachers received. Chapter 6 describes the implementation of ETI projects at two colleges of education, Weber State University and Southern Utah University. Chapter 7 and 8 portray the implementation of ETI projects in two rural school districts, North Summit and Morgan. Many tables and graphs present the results. Copies of the teacher questionnaires are included. (MES)

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ED 370 534 IR 016 649

Mergendoller, John R.; And Others
The Utah Educational Technology Initiative: Evaluation Update.
PUB DATE- Jan 94
NOTE- 17p.; For related documents, see IR 016 640 and IR 016 648-649.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Educational Technology; Elementary Secondary Education; Financial Support; Higher Education; School Districts; Schools of Education; State Programs; Student Motivation; *Teacher Education
IDENTIFIERS- Computer Users; Training Needs; *Utah

This report begins with an overview of the Utah Educational Technology Initiative (ETI) that describes the state's financial commitment to educational improvement through educational technology, the ETI allocation process, the requirement that school districts and colleges of education match ETI funds with locally-generated funds or in-kind services, and ETI funding by district. Previous evaluation reports are described, and findings from the 3-year course of this evaluation are reported in the following areas: ETI impact on student achievement and motivation; ETI impact on student access to technology; the nature of student computer use; teacher computer utilization; efforts to support technology use; program implementation and outreach; teacher competence with educational technology; and ETI at colleges of education. Three remaining challenges are presented in conclusion: (1) to continue to support teachers through inservice training and other means so they can take advantage of the instructional opportunities offered by computers; (2) to provide funds necessary for hardware maintenance and upgrading; and (3) to continue to communicate the vision of a technology-enhanced education and to invite the participation of teachers and students at all levels. (MES)

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ED 370 535 IR 016 653

Helal, Ahmed H., Ed.; Weiss, Joachim W.
Resource Sharing: New Technologies as a Must for Universal Availability of Information. International Essen Symposium (16th, Essen, Germany, October 18-21, 1993). Festschrift in Honor of Hans-Peter Geh.
PUB DATE- 94

delayed retention on the graphic assessment without the aid of the presentation graphic. By reviewing the mean performance at recall and retention as a function of the type of presentation graphic, it was determined that the preferred presentation type was color-cued. There was one major finding of the study: the important factor in enhancing performance appeared to be the presence of a systematic color cue in graphic presentation. (Contains 15 references.) (JLB)

ED 370 552 IR 055 005

Greene, Perry E.; And Others
Tarnished Silver: Technology Images as History.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; Educational Technology; Evaluation Criteria; Evaluation Methods; *Instructional Films; Instructional Materials; *Instructional Systems; Models; Systems Approach; *Visual Aids; Visual Learning; *Visual Literacy; Visual Stimuli
IDENTIFIERS- Visual Thinking

This paper discusses the development of a sociocultural and local, context-sensitive base for guidance in selection and evaluation of instructional media. The development of system relationships criterion specifically targeted at 16mm educational film is the focus of the paper. Banathy's educational systems model is used as a base upon which additional components are added. The following system criterion are proposed: (1) political/social level (curriculum motivated vs. product driven influences); (2) professional preparatory level (academic/certification technology emphasis for educators); (3) capitalist educational support industry level (for profit agencies); (4) institutional level (system/state-wide administration); (5) administrative level (school); (6) instructional level (active curriculum); and (7) learning experience (classroom). These proposed criteria will be formulated into a traditional systems model in future works. (Contains 9 references.) (JLB)

ED 370 553 IR 055 006

Griffin, Robert E.
Using Symbols in Business Presentations: How Well Are They Understood?
PUB DATE- 93
NOTE- 12p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business; Business Administration Education; Graphic Arts; Higher Education; Illustrations; Questionnaires;

*Visual Aids; Visual Literacy
IDENTIFIERS- *Digital Imagery; Digitizing; National Science Foundation; Prototypes; *Virginia Polytechnic Inst and State Univ

To explore faculty needs for expanded visual instructional materials and to help provide for those needs, the Educational Technologies Division at Virginia Tech, in cooperation with the College of Engineering, is in the process of developing a multipurpose multimedia engineering visual database. The database is designed to assist faculty members in bringing visual examples to the classroom and to provide materials for student projects, student review, and recruitment efforts. Some concerns that have surfaced in the development process are reviewed. These include: (1) faculty members' reluctance to use new visual technology, (2) faculty members' reluctance to share materials, (3) problems with copyright permissions, (4) the rapidity of technological change, (5) issues of technical compatibility, (6) costs of cross-platform design, (7) the usefulness of prototypes, and (8) the necessity of allowing time for the expected developments. So far, the project has produced a prototype videotape with indexes, and plans for new materials are expanding. Two figures illustrate the project's development. (Contains 7 references.) (SLD)

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ED 370 576 IR 055 029

Lloyd, Carla V.; Barnhurst, Kevin G.
Accommodating Technology in the Visual Literacy Classroom.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Art Education; *Classroom Design; Classroom Research; *Computer Assisted Instruction; Critical Thinking; Design; *Educational Technology; Higher Education; *Laboratories; Research Needs; *Technological Advancement; Visual Arts; *Visual Literacy; Visual Perception
IDENTIFIERS- *Syracuse University NY

The development of a visual literacy facility, the Creative Visual Lab, at the S. I. Newhouse School of Public Communications at Syracuse University (New York) is described. The facility was designed to provide students with the instruction that would develop their computer proficiency and visual sensitivity without being, in itself, completely computer-driven. Paradoxically, the computer, a tool that has become a practical necessity in industry, can be an impediment to educating students in its own use. The laboratory was designed to put more gratification into analysis and critical thinking. A conference table, a studio area, and a computer cluster were established as learning areas and are complemented by an audio-visual booth. The Creative Visual Lab has been shown to help build visual literacy through (1) process, (2) research, (3) creativity, (4) drafting practice, (5) critique, (6) execution, and (7) teamwork. The laboratory provides the benefits of having computers without the administrative burdens. One figure illustrates the laboratory floor plan. (Contains 9 references.) (SLD)

ED 370 595 IR 055 048

Witte, Mary Stieglitz
The Artist, the Color Copier, and Digital Imaging.
PUB DATE- 93
NOTE- 7p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artists; Art Products; *Computer Oriented Programs; *Copyrights; Design; *Ethics; Futures (of Society); Photography; *Reprography; *Technological Advancement
IDENTIFIERS- *Digital Imagery

The impact that color-copying technology and digital imaging have had on art, photography, and design are explored. Color copiers have provided new opportunities for direct and spontaneous image making an the potential for new transformations in art. The current generation of digital color copiers permits new directions in imaging, but the manipulations possible with digital images create ethical quandaries that are not yet fully realized. Digital imagery also diminishes the distinction between originals and multiples. Appropriation of an original is quick and effortless, and can be seen as either a concern or an opportunity. The wizardry of digital color copiers and related computer technologies is reminiscent of the magical quality attributed to photography in its early years. The potential for new constructs offered by digital imaging can be seen as both opportunity and concern. (Contains 5 references.) (SLD)

ED 370 596 IR 055 049

Kerns, Dan
Decoding Photocopy Humor.
PUB DATE- 93
NOTE- 20p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cartoons; Coding; Cultural Images; *Ethnic Stereotypes; *Humor; Labeling (of Persons); Mass Media; *Popular Culture; *Reprography; Research Needs; *Sex Stereotypes; Social Bias; Social Problems; Socioeconomic Status; Visual Literacy
IDENTIFIERS- Examples; Politically Correct Communication

Photocopy humor is defined as any facsimile, photocopy, or wire-copy line drawing, iconography, or textual material that was drawn or written for distribution to a larger select audience using the available technology to disperse material intended to be humorous. Professional humor is excluded from this consideration. The content of photocopy humor gives insight into the individuals who create and share it and into the society that inspires it. Photocopy humor usually narrows in on computing labs, a catalog of administrative applications, a list of department requested applications, and a financial worksheet. (KP)

ED 370 616 JC 940 310

Knowles, Tony
Total Quality Management (TQM) in a Community College.
PUB DATE- May 94
NOTE- 9p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Ottawa, Ontario, Canada, May 26-28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Community Colleges; *Educational Quality; Foreign Countries; Management Teams; *Organizational Change; *Participative Decision Making; Program Descriptions; Teamwork; *Total Quality Management; Two Year Colleges

In September 1991, Red River Community College (RRCC) in Winnipeg, Manitoba, decided to embrace the concepts of Total Quality Management (TQM) to provide an operational philosophy, enhance program curricula, and establish business opportunities. RRCC adapted W. Edward Deming's manufacturing philosophy to create its own approach, which focused on: (1) the establishment of a clear statement of organizational mission; (2) active commitment of the Chief Executive Officer; (3) employee involvement in planning and implementation; (4) definition and development of processes so employees can do a good job; (5) identification of customers and their expectations; (6) movement of responsibility and accountability far down the organizational chart; (7) a teamwork approach involving the worker knowledge base; (8) the use of data and graphical tools in decision-making; and (9) the establishment of permanent change through continuous improvement. RRCC decided to proceed on a project basis, beginning in the administrative support areas. A 16-member Implementation Team acted as steering committee, and Work Improvement Teams focused on individual projects. The first project undertaken was the development of a "one student number system" to solve the difficulties associated with students having multiple student numbers. Other projects focused on the Market Driven Training Centre processes; ergonomics in the work environment; production of communication and promotional materials; and a divisional approach to management. TQM is an approach that is threatening to some and extremely challenging and rewarding to others regardless of their position in the organization. The implementation of a full TQM approach results in a cultural change for the entire organization--a process which should be viewed in terms of years. (KP)

ED 370 617 JC 940 311

Isonio, Steven
Relationship between APS Writing Test Scores and Instructor Preparedness Ratings: Further Evidence for Validity.
PUB DATE- Jun 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Education and Employment. A Report Submitted to the Florida State Board of Education by the Task Force on High School Preparation for Postsecondary Education and Employment.
PUB DATE- Nov 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; *College Preparation; College School Cooperation; Course Selection (Students); *Evaluation Criteria; Grade Point Average; Higher Education; High Schools; High School Students; *Policy Formation; State Legislation; *Statewide Planning
IDENTIFIERS- *Florida

Blueprint 2000 is the Florida state policy moving Florida education toward higher standards in the long term, requiring extensive collaboration among the public schools, community colleges, state universities, and the Florida Department of Education. The Task Force on High School Preparation for Postsecondary Education and Employment was formed in June 1993 and charged to review high school graduation requirements and make recommendations to the State Board of Education and the 1994 Legislature to ensure that students are prepared for postsecondary education and that graduation requirements conform to the competency-based goals of the Blueprint 2000 plant. This report presents the 11 Task Force recommendations for: (1) raising expectations by making changes in course requirements, focusing on competencies rather than credits, changing grade point average requirements, aligning curriculum and assessment, and making changes in assessment; (2) ensuring a caring learning environment by supporting staff development to prepare staff for greater involvement with students and for interdisciplinary and/or integrated instruction; (3) providing flexibility for transition to Blueprint 2000 via a modified funding system to support interdisciplinary and/or integrated instruction between vocational and academic courses; and (4) enhancing school, college, and university collaboration. The report concludes with a timeline for implementation of the high school preparation recommendations. Appendixes include a listing of task force members, resource persons, meeting dates, high school graduation requirements, and 1993-94 math and science courses by levels. (KP)

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ED 370 634 JC 940 335

Weissman, Julie; And Others
Findings from the New Resident Study. Special Report.
PUB DATE- Nov 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Choice; *Community Attitudes; Community Characteristics; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Demand; Educational Needs; *Enrollment Influences; Population Growth; Population Trends; Telephone Surveys; Two Year Colleges
IDENTIFIERS- College of Lake County IL; *New Residents

In October 1992, the College of Lake County (CLC), Illinois, undertook a study to assess the educational needs of new residents to the county and their awareness of the college. The telephone survey of 1,000 randomly selected new residents found

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Preparation; Community Colleges; Educational Assessment; English (Second Language); English Instruction; Instructional Effectiveness; Needs Assessment; *Program Improvement; Remedial Mathematics; *Remedial Programs; Self Evaluation (Groups); State Surveys; *Student Characteristics; *Student Placement; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Florida

The Florida Board of Community Colleges conducted a survey of the current state of preparatory programs (i.e., math, reading, English, and English as a Second Language (ESL)) in the state's 28 community colleges. Data was gathered through a literature search, a survey of directors of developmental programs, Bureau of Research and Information Systems records, and site visits at seven colleges. The data indicated that 103,679 students were enrolled in preparatory courses in 1992-93, representing a diverse group consisting of 60% female, 57% part-time, 54% White, 30% Black, and 13% Hispanic. Based on study findings, the following recommendations were made for institutional and statewide policy: (1) acknowledge preparatory instruction as part of state community college mission; (2) set the entry placement test so that students are placed in credit or preparatory courses as appropriate; (3) maintain uniform procedures for tracking preparatory student outcomes; (4) review vocational preparatory programs further; (5) explore alternative instructional strategies to decrease the time for improving student skills; (6) increase funding and recommend that colleges seek federal, state, and other sources to develop more comprehensive and intensive counseling and teaching approaches; (7) continue efforts to secure funding and extend faculty development programs for computers; (8) conduct a statewide review of ESL programs; (9) increase funds for support services to 0.4% of direct instructional costs; (10) strengthen articulation efforts between colleges and schools; and (11) endorse the recommendations of a high school preparation Task Force for increasing high school graduates' performance levels. The survey instrument and data tables are appended. Contains 12 references. (KP)

ED 370 652            JC 940 358

1992-93 Graduate Follow-Up Report. Wisconsin Technical College System Board.
PUB DATE- Apr 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; *College Graduates; Community Colleges; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Program Evaluation; Questionnaires; Salaries; State Surveys; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Wisconsin

Each year, a follow-up study is conducted to gather data on the activities and perceptions of students approximately six months after their graduation from Wisconsin's Technical Colleges (WTC). Specifically, the survey seeks to identify the current activities of WTC graduates, determine the extent to which up to it, the nursery school. How the bureaucratic form of contemporary society affects nursery school education is central to this study, which employs a sociological approach and draws upon the historical sociology of Norbert Elias and the methodology of non-participant observation. The book begins with a historical overview, analyzing the evolution of the cultural definition of childhood since the Middle Ages. Along with the historical analysis is a discussion of three nursery schools. The empirical part of the study filters the events within the nurseries through the concept of bureaucracy, specifically considering how time, space, and activities are structured within each nursery, noting the variations between them, and attempting to explain those variations sociologically. Consideration is given to how nurseries reconcile the contradiction of retaining the innocence and freedom of the individual child in an age that bears witness to an ever-expanding institutionalization and standardization of society. An examination of nursery staff views and practices is followed by a look at the future of early education. References are included with each chapter. (TJQ)

ED 370 670 PS 022 061

Lifelong Values.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Responsibility; Cooperation; Elementary Education; *Parent Child Relationship; *Parent Role; *Parents as Teachers; Persistence; Problem Solving; Role Models; Self Esteem; Values; *Values Education
IDENTIFIERS- Respect

This booklet was developed by early education teachers to help parents teach their children values necessary for learning and for living. The introduction identifies six lifelong values, discusses the important role played by parents in teaching these values, and offers a checklist of positive ways parents interact with their children. Each of the next sections focuses on one of the lifelong values, defining the skills involved and identifying ways to encourage the child to develop those skills. The six lifelong values are: (1) confidence, which can be encouraged by giving children jobs that are appropriate to their age and ability and providing them with the tools to complete the job successfully; (2) responsibility, which can be encouraged by empowering children to do things for themselves and letting them experience the natural consequences of their behavior; (3) perseverance, which can be encouraged by extending the time spent on a task and praising the child's ability to complete a job; (4) cooperation, which can be encouraged within the family and outside the home; (5) problem solving, which can be encouraged through age-appropriate activities and materials and giving children time to think and act on their ideas; and (6) respect, which can be encouraged by parents showing respect to the child, to others, and for properties. (AC)

ED 370 671 PS 022 065

A Celebration of Learning.

violence by encouraging children to be cooperative, exerting authority over children in a respectful manner, fostering equality and respect for others, and preventing children from using violence against each other. A list of domestic violence crisis telephone numbers is included. (MDM)

ED 370 689 PS 022 364

Creaser, Barbara
Rediscovering Pretend Play. Australian Early Childhood Resource Booklets No. 4.
PUB DATE- Sep 90
NOTE- 19p.; For a related document, see PS 022 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Development; Definitions; Developmental Stages; *Dramatic Play; Early Childhood Education; Foreign Countries; Preschool Curriculum; Pretend Play; Role Playing; *Teacher Role; *Young Children
IDENTIFIERS- Australia

This booklet discusses the importance of pretend play in the education of young children in Australia. The booklet notes that pretend, or socio-dramatic, play is characterized by imitative role playing, make-believe objects and situations, persistence, interaction, and verbal communication. Pretend play can appear as early as age 2 and peaks at ages 4 through 6. The booklet discusses the developmental sequence of pretend play, and describes children's pretend play and its benefits. It is argued that it is through complex, self-directed pretend play that young children have the greatest potential to learn, by re-enacting their own life experiences and by sharing and negotiating experiences with other children and adults. Through careful observation, the booklet notes, adults can extend the complexity of pretend play and facilitate children's growth in knowledge, skills, and understanding. (MDM)

ED 370 690 PS 022 365

Creaser, Barbara
Pretend Play: A Natural Path to Learning. Australian Early Childhood Resource Booklets No. 5.
PUB DATE- Dec 90
NOTE- 19p.; For a related document, see PS 022 364.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; *Dramatic Play; Early Childhood Education; Foreign Countries; *Pretend Play; *Program Development; Teacher Role; *Teaching Styles
IDENTIFIERS- Australia; Learning Environment; *Play Learning; *Play Materials

This resource booklet focuses on the definitions, developmental stages, and the benefits of socio-dramatic play. The booklet deals with the players, shows how adults can support children's play, describes the play environment, and offers some suggestions for development of curriculum based on play. The booklet discusses children's approach to learning and play, as well as three play styles--explorers, spectators, and dramatists. It then examines the teacher's role in enhancing

ED 370 709 PS 022 416

Burke, Kay
What To Do with The Kid Who... Developing Cooperation, Self-Discipline, and Responsibility in the Classroom. K-12.
PUB DATE- 92
NOTE- 341p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Problems; Brainstorming; Classroom Environment; *Classroom Techniques; Conflict Resolution; *Cooperation; Decision Making; *Discipline; Elementary Secondary Education; *Interpersonal Competence; Interpersonal Relationship; Problem Solving; *Self Control; *Student Responsibility; Teacher Student Relationship; Teamwork

Developed by teachers and staff developers and blending research with personal experience, this book offers more than 200 problem-solving strategies suitable for elementary, middle, and high school. It includes problem-solving and decision-making models, observation checklists, reflective logs, divided journals, social contracts, and graphic organizers. In Part I, chapters 1, 2, and 3 discuss establishing procedures, rules, consequences, and a positive classroom climate. Chapters 4, 5, 6, and 7 deal with forming cooperative groups and teaching the social skills of basic interaction, communicating within groups, building team skills, and resolving conflicts. Part II deals with classroom challenges in chapters 8-26. Strategies are introduced to help students who have trouble with responsibility, students with weak interpersonal skills, students with serious behavior problems, and students with special needs. Each chapter begins with a short scenario of a problem situation. Possible solutions to the problem are suggested, and then individuals or groups are asked to brainstorm their own solutions and sequence the steps they feel will help solve the problem. At the end of each brainstorming section, individuals are asked to reflect on similar discipline problems they have encountered and write how they might handle the problem in the future. The book's epilogue deals with strategies to try when the entire class gets off track and needs a refresher lesson on social skills. The class meeting scenario addresses the issues in a democratic forum and proposes solutions to which both the teacher and the students can agree. Contains 58 references and a section of 33 blacklines, including behavior logs, checklists, and a social contract. (TJQ)

ED 370 710 PS 022 418

Ensley, Mary L., Ed.; And Others
Making Our School a Peaceful Community: A Curriculum Guide on Conflict Resolution for Classroom Guidance in Grades K-5.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 93
NOTE- 343p.; Guide developed as a component of the Comprehensive Alienation Prevention Project (C.A.P.P.).; Several sections contain copyrighted materials and are not available for reproduction. Those pages are not included in the pagination.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

(132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Programs; Alzheimers Disease; Caregiver Role; *Caregivers; Health Education; *Health Programs; Minority Groups; *Older Adults; *Profiles; *Respite Care; Rural Areas; *Social Support Groups; Training
IDENTIFIERS- *Caregiver Training

Caregiver education and support programs help decrease the stress and burden on family caregivers of the elderly. This directory profiles 72 programs for caregivers of elders. Programs are grouped into the categories of education, respite, and support. Education programs address skills and techniques for caregiving and include program implementation instructions. Respite programs offer either information and strategies for starting a respite program or content and methods for providing education and support to respite workers. Support programs describe how to start, sustain, and facilitate a support group. Each profile contains the date the program was developed or published; developer's name or organization; an abstract; curriculum content; setting for which the program was designed; implementation, funding, and evaluation information; reviewer comments; and source for program materials. Where appropriate, reviewers suggest adaptations that would facilitate use of the materials in rural settings. Some profiles include information on the usefulness of program materials for minority groups. Contains a list of program reviewers, an index by program descriptors, an index by program developer, and descriptions of other Center on Rural Elderly publications. (KS)

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ED 370 729 RC 019 244

Health Promotion for the Rural Black Elderly: A Program Planning and Implementation Guide.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Programs; Black Culture; *Blacks; *Community Programs; Cultural Differences; Delivery Systems; Health Education; Health Programs; *Health Promotion; *Older Adults; *Program Development; *Rural Areas
IDENTIFIERS- Cultural Relevance

This guide is designed to be a resource for individuals and agencies wishing to provide health promotion programs for rural black elderly. Community health promotion is defined as "any combination of educational, social, and environmental supports for behavior conducive to health." Part One, "Health Promotion and the Rural Black Elders," introduces health promotion concepts, the health problems and behaviors of the rural black elderly, and factors that influence black elders' attitudes toward and participation in health promotion. Part Two, "Planning a Health Promotion Program," discusses the steps in building a program, and develops a framework for culturally relevant health promotion programs. Part Three, "Health Promotion Delivery Techniques," offers specific examples of techniques that have been used by practitioners across the country to encourage involvement by rural black elderly in health promotion programs and to make the programs more culturally relevant to participants. Contains 49 references, a health style self-test, a list of resource centers with undecided about the current status of nontraditional funding; that they did not have the time to pursue such funding sources; that districts and school boards had no plans to solicit such funding; and that factors facilitating or impeding solicitation of nontraditional revenues were related to the presence or absence of community support and partnerships between the public and private sectors. Younger administrators held more positive attitudes about nontraditional funding than did older administrators. School size was positively related to per-pupil nontraditional revenues received. Includes 4 tables and 11 references. (SV)

ED 370 747 RC 019 646

Schmuck, Richard A.; Schmuck, Patricia A.
Small Districts, Big Problems: Making School Everybody's House.
PUB DATE- 92
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Educational Administration; *Educational Environment; *Educational Practices; Elementary Secondary Education; Financial Problems; Interviews; *Participative Decision Making; *Rural Schools; *School Community Relationship; School Districts; Small Schools; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Small School Districts

During a 6-month odyssey over America's back roads, 80 schools in 25 small school districts in 21 states were visited, in hopes of finding effective schools where smallness facilitated participation by all. District size ranged from 450 to 2,000 students. Data collection included observation of classes and meetings; group interviews of classes; and individual interviews of superintendents, principals, board of education members, teachers, students, and other community members. Each school was at the center of the life of its community, engaging virtually everyone as it provided education, entertainment, social life, and community identity. Most of the towns visited were in deep economic trouble, and most school districts were struggling with a tight budget and an increasingly needy student population. Although economic circumstances were dire, the biggest problems found in small districts were social-emotional. Instead of schools where small class size promoted faculty cooperation and student involvement, the schools visited were often regimented, authoritarian, and filled with bored students and overworked, frustrated teachers. There were few signs of teacher collaboration, "whole-person" interpersonal relationships, democratic participation by teachers or students, or cooperative learning in the classroom. Chapters portray, and detail findings on, students, teachers, principals, superintendents, and school board members. The final chapter presents a school "blueprint" that focuses on transactional communication, polyarchic influence, and respect for the individual, and that outlines the effort needed from each group of stakeholders. Contains an index. (SV)

ED 370 748 RC 019 647

Hoyt-Goldsmith, Diane
Day of the Dead: A Mexican-American Celebration.
PUB DATE- 94
NOTE- 32p.; Photographs by Lawrence Migdale.

their problem-solving strategies and heuristics, the mathematical approaches they selected, and the ways they monitored their own progress. The problem, presented orally and with photographs in a task-based interview, involved a sloping ramp connecting a fixed dock with a floating dock. The most direct method of solving the problem was to apply the Pythagorean theorem. There were two respects in which the context of this activity seemed to influence performance: (1) Students had difficulty translating from the given problem situation to a mathematical representation, and (2) because the problem involved right triangles, which the students had recently been studying, many students initially attempted to attack the problem using trigonometric tools, which was either inefficient or confusing. The discussion of results includes consideration of persistence in seeking a solution and cognitive monitoring of solution processes. Contains 11 references. (MKR)

ED 370 765 SE 054 009

Blythe, Mary S.; and Others
Kansas Curricular Standards for Science.
PUB DATE- 15 Mar 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary School Science; Elementary Secondary Education; *Science Curriculum; *Science Education; Scientific Concepts; Secondary School Science; *Standards; State Curriculum Guides
IDENTIFIERS- *Kansas

The mission of science education in Kansas is to develop all students into lifelong learners who are reasoned decision makers, contributing to the international community. Included in this document are guidelines and standards for use by all those concerned to ensure that the aforementioned mission is realized throughout all schools in Kansas. This document is partitioned into the following sections: (1) "Student Outcomes"; (2) "Program Outcomes" that include grade level benchmarks in science; (3) "The Meaning of Science Communicate"; (4) "Integration of Science"; (5) "The Relationship of Social, Technological, and Scientific Issues"; and (6) the appendix which includes themes to connect science programs. (ZWH)

ED 370 766 SE 054 062

English, Lyn D.
Reasoning by Analogy in Constructing Mathematical Ideas.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abstract Reasoning; Basic Skills; Cognitive Structures; *Constructivism (Learning); Elementary Secondary Education; Foreign Countries; Learning Processes; Manipulative Materials; *Mathematical Models; *Mathematics Education; Mathematics Skills; Schemata (Cognition); *Thinking Skills
IDENTIFIERS- *Analogies; *Analogue Models; Analogy

A powerful way of understanding something new is by analogy with

Specifically, researchers wanted to know what goes on (and does not go on) in the minds of students when they encounter diagrams during science instruction. Based upon the results of these studies, suggestions are made on how best to use diagrams to help students learn science. (ZWH)

ED 370 788 SE 054 451

Tobin, Kenneth
Target Students. What Research Says to the Science and Mathematics Teacher. Number 7.
PUB DATE- Oct 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Research; Foreign Countries; High Schools; Interaction; Mathematics Instruction; Science Education; *Science Instruction; *Science Teachers; Secondary Education; *Student Behavior; Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Target Students

Interactive classroom activities can be dominated by a small group of students called target students. This publication explores what has been learned about target students and the reasons why mathematics and science teachers permit a relatively small number of target students to dominate interactions involving the teacher and other resources. Three assertions derived from several studies conducted in Australia and the United States are presented and discussed. These assertions are: (1) target students are present in most classes, (2) target students tend to be high achievers, and (3) target students tend to be risk-takers. (PR)

ED 370 789 SE 054 461

Horton, Phillip B.; And Others
Randomness and Replication Revisited: A Content Analysis of Research Published in "Science Education" from 1988-1992.
PUB DATE- Jan 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (El Paso, TX, January 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Content Analysis; *Educational Research; Elementary Secondary Education; *Evaluation Methods; Higher Education; Research Utilization; *Science Education; *Theory Practice Relationship
IDENTIFIERS- *Review of Educational Research

This study was conceived as a systematic replication of a content analysis of published science education research conducted by Horton et al. in 1993. As such, 47 research articles published in "Science Education" between 1988 and 1992 were examined. Also, this study further extended the findings of Shaver and Norton, and Wallen and Fraenkel, who conducted similar analyses of general and social studies research. One major objective in this analysis was to determine whether science education researchers routinely practice commonly recommended research procedures. In addition, reviewers were interested in whether

Survey Results from the Early 1990s.
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Uses in Education; Environmental Education; Field Trips; Laboratory Safety; Mathematics Instruction; *Physical Sciences; *Profiles; Science Curriculum; *Science Instruction; *Science Teachers; Secondary Education; Teacher Education; Textbooks
IDENTIFIERS- *Kansas

A survey of all Kansas physical sciences (chemistry, general science, physical science, and physics) teachers (36 percent return rate) in the Spring of 1991 provided elements of a profile of physical sciences teachers and teaching. Findings are presented concerning teaching assignments, course enrollments, school demographics, teacher background and preparation, computers and their role in the science classroom, textbook adoptions, inclusion of field trips, laboratory safety, the "approach" to science teaching, inclusion of environmental education topics, perceptions of "academic responsibility," and background levels of confidence by teaching assignments in chemistry, physics, and physical/general science. The survey questionnaire and respondent data are appended. (Author)

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ED 370 812 SE 054 585

Ross, Jacqueline; And Others
The Making of the Faculty: Fostering Professional Development, Curricular Innovation, and Teamwork Through a Collaborative Science Community.
PUB DATE- 24 Mar 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association for Higher Education (March, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; Higher Education; Mathematics Education; *Minority Groups; *Science Curriculum; Science Education; *Science Programs; *Womens Education

This paper describes the efforts of a host community generally referred to as a "Collaborative Community" and comprised of the Biology and Math departments of the University of Wisconsin-Stout (UW-Stout), the Math and Biology Departments of the University of Wisconsin-Eau Claire (UW-EC), and the Departments of Math, Biology, and Chemistry of the University of Wisconsin-River Falls (UW-RF). The group's major focus is that of realizing the following goals: (1) Increasing the active participation of students, particularly women and minorities in math and science classes; (2) increasing the comfort level of women and minority students in the science laboratories; (3) increasing the emphasis on the importance of math and science in real world applications; (4) increasing the students' self-confidence in doing math and science; and (5) developing alternative teaching methodologies to replace the traditional lecture format. Included in the document is a discussion of the community's plan of action to realize the aforementioned goals, schedule of workshop events, a description of the roles that a Distinguished Visiting Professor and a Faculty Fellow play in this process, and an article entitled "Science, Diversity, and for experiences that can widen or reshape the framework of historical inquiry. The report is divided into four sections discussing: (1) the purpose and promise of international engagement; (2) scholar exchanges including travel abroad, receiving visitors from abroad, obstacles to exchange, and imagined alternatives; (3) exchanges of ideas through conferences and collaborative research; and (4) exchanges of materials, resources needed, models for exchanges, and resources offered. The survey itself is appended. (DK)

ED 370 831 SO 023 249

Bjerstedt, Ake, Ed.
Peace Education: Perspectives from Germany and Israel. Interviews with Haim Gordon (Israel) and Christoph Wulf (Germany). Peace Education Miniprints No. 44.
PUB DATE- Apr 93
NOTE- 19p.; Sponsored by the "Preparedness for Peace" project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; International Education; International Educational Exchange; *Peace; Role of Education; Social Change; *Teaching Experience; War
IDENTIFIERS- Germany; Israel; *Peace Education

The project group "Preparedness for Peace" at the Lund University Malmo School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of peace and war. As part of this work, experts with special interests in competence in areas related to peace education are interviewed. This publication explores the views of Haim Gordon from Ben-Gurion University of the Negev, Israel, and Christoph Wulf from Freie Universitat, Berlin, Germany. Haim Gordon has worked with Jews and Arabs on education for peace in accordance with the philosophy of Martin Buber. Christoph Wulf is one of the founders of the Peace Education Commission and the editor of early handbooks on peace education in German and English (1973-74). (Author)

ED 370 832 SO 023 252

Liebman, Martin; Paulston, Rolland
Social Cartography: A New Methodology for Comparative Studies.
PUB DATE- Jun 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Mapping; *Comparative Education; Cross Cultural Studies; Cultural Context; Cultural Influences; *Cultural Interrelationships; *Educational Anthropology; Social Cognition; Social Structure; Social Systems; *Sociocultural Patterns
IDENTIFIERS- *Social Mapping

Comparative educators can enhance research by developing and including in their research findings a cognitive map to show perceptions of how knowledge claims interrelate. Three research relationships utilize different methodologies: (1) the researcher objectifies the phenomena; (2) the researcher position is preferential to the research object but allows subject input; and (3) the relationship is one of interaction.

critically on what occurred in the classroom. Analysis of the diaries addressed the following: the topics most frequently addressed (pedagogical, evaluative, subject, or role focus); development of teachers' critical analysis; and changes over time in teaching or classroom outcomes. Results indicate that: (1) the focus of topics remained consistent over the three lesson cycles, but varied by individual teacher; (2) critical reflection increased for some and not for others; and (3) change over time varied by individual but was evident. Contains 7 references. (MSE)

ED 370 373 FL 022 122

LaCerva, Christine
Auxiliary Services for High Schools Bilingual Resource and Training Center (Project ASHS). Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 27p.; For the 1988-89 report, see ED 320 462.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; *Bilingual Education Programs; Chinese; Classroom Techniques; Curriculum Development; *English (Second Language); Greek; Haitians; *High School Equivalency Programs; High Schools; Inservice Teacher Education; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Organizational Communication; Program Effectiveness; Program Evaluation; Reading Skills; Second Language Instruction; Spanish; Transitional Programs; Vietnamese; *Vocational Education
IDENTIFIERS- New York City Board of Education

Auxiliary Services for High Schools, Bilingual Resource and Training Center (Project ASHS) was a federally funded project in its third year of operation in 1992-93. It functioned at 22 sites in the five boroughs of New York City, serving 3,972 limited-English-proficient students, an increase of over 600 students from the previous year. The target population included students who were over the traditional high school age and/or had inadequate previous schooling. Day and evening classes in English as a Second Language, native language arts, sheltered English (Chinese only), and high school equivalency test preparation were held in Spanish, Greek, Haitian, Vietnamese, and Chinese. Participating teachers had the opportunity to attend weekly staff development meetings and workshops on curriculum development and adaptation of instructional approaches. The project met its objectives for English language proficiency, English reading achievement, Spanish reading achievement, and mathematics instruction. It came close to meeting its objectives for promotion and equivalency test referrals. The major recommendation made for program improvement was to increase communication between day and evening staff. (MSE)

ED 370 374 FL 022 123

Guadalupe, Deana R.
Integrated Methods for Pupils To Reinforce Occupational and Verbal Effectiveness (Project IMPROVE). Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 52p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; Cross Cultural Studies; *Cultural Differences; English; Foreign Countries; Interpersonal Relationship; *Japanese; Language Attitudes; *Language Patterns; Languages for Special Purposes; Second Language Instruction; *Sex Bias; Sex Differences; Stereotypes; *Videotape Recordings; Work Attitudes
IDENTIFIERS- *Japan; United States

This paper discusses common miscommunication problems that occur between Japanese and Americans, even when both are speaking Japanese, with a focus on high contextuality and women's position in business organizations. It also examines how these cultural differences can be addressed through the use of videotaped conversations. One of the preeminent features of the Japanese language is that items obvious to conversants are not stated. The subject and direct object of a sentence are often omitted, even in written communication, making it difficult for non-native speakers to comprehend the exact meaning. Context, expectations, and gestures also play important roles in conversation. Women in Japanese corporations are still largely relegated to secretarial and receptionist roles, even if they possess university degrees, despite the passage of equal employment legislation. Japanese businessmen tend to consider women fit only for subordinate positions, and attitudes toward sexual harassment and discrimination are fairly lax. Other cultural and language differences between Japan and the United States are also examined. (MDM)

ED 370 393 FL 022 151

Saito-Abbott, Yoshiko; Abbott, Thomas
Business Japanese, a HyperCard Simulation.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Computer Assisted Instruction; Course Descriptions; Higher Education; *Hypermedia; *Instructional Materials; *Japanese; Language Proficiency; Languages for Special Purposes; *Second Language Instruction
IDENTIFIERS- *HyperCard; University of Texas Austin

This paper describes Business Japanese (BJ), a HyperCard based tutorial designed as courseware for use in a third-year Japanese course at the University of Texas, Austin (UTA). A major objective was to develop good courseware based on proven language learning theory that would integrate theory, practice, and technology. BJ stresses a realistic and functional approach to teaching authentic Japanese by presenting all dialog materials in authentic Japanese, Romanized Japanese, and English. Among the unique features of BJ is the use of specially developed fonts to present authentic Japanese language and a business trip simulation as the organizing vehicle to teach both Japanese language and cultural concepts.

and practice are drawn. Appended materials include a 28-item bibliography, the two texts, a transcription marking key, notes indicating the poor learner's rehearsal strategies, a chart comparing strategies, and flow charts. (MSE)

ED 370 412 FL 022 190

Graham, Janet G.; Picklo, Anna R.
Increasing Relevancy in a Speaking Course for Graduate Students.
PUB DATE- 10 Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; College Second Language Programs; Course Content; Course Descriptions; Course Organization; English (Second Language); *English for Academic Purposes; *Graduate Students; Higher Education; Individualized Instruction; Intellectual Disciplines; Majors (Students); *Oral Language; Pronunciation Instruction; Public Speaking; *Relevance (Education); Second Language Instruction; Skill Development; Specialization; Vocabulary Development

A course in English for academic purposes designed for graduate students needing specialized continuing development of their language skills is described. The course focuses on improving intelligibility, fluency, and accuracy of speech skills required in various disciplines in academic and professional contexts, and provides individualized instruction for different disciplines. Classroom techniques include pronunciation instruction, vocabulary development, pair and group practice, and oral presentations. Academic speech skills are divided into language functions such as expressing numbers, describing, classifying, defining, and talking about process. Public speaking is introduced halfway through the course. Classwork and homework are made relevant to the students by concentrating on common academic lexical phrases, academic vocabulary, and formal presentation style. Assignments are individualized for the students' own academic fields. Appended materials include a 20-item bibliography, an initial student questionnaire, a sample handout, a course evaluation form, and a list of strategies for increasing relevance in an oral language course for graduate students. (MSE)

ED 370 413 FL 022 191

Roby, Linda M., Ed.
Kansas Working Papers in Linguistics. Volume 19.
PUB DATE- 94
NOTE- 475p.; For individual papers, see FL 022 192-207.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- African Languages; American Indian Languages; Chinese; Dakota; *Descriptive Linguistics; English (Second Language); Hausa; Higher Education; Korean; *Language Research; Language Typology; *Linguistics; Native Speakers; Semantics; Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Clitics; Kansa; Karankawa; Xhosa

This collection of papers presents the latest original research

Lee, Kang-Hyuk
P-KIMMO: A Prolog Implementation of the Two Level Model.
PUB DATE- Mar 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programming); *Computational Linguistics; *Computer Software; Microcomputers; *Morphology (Languages); *Structural Analysis (Linguistics)

Implementation of a computer-based model for morphological analysis and synthesis of language, entitled P-KIMMO, is discussed. The model was implemented in Quintus Prolog on a Sun Workstation and exported to a Macintosh computer. This model has two levels of morphophonological representation, lexical and surface levels, associated by morphophonological rules that specify legitimate pairs of characters. The description offered here focuses on aspects of implementation only and not underlying theory. Components of the program are described, including structure of the lexicon, use of finite state automata to encode two-level rules, and the recognizer/generator algorithm. This version of the program is then compared and contrasted with a previously implemented version. Finally, procedures for use of the program on the UNIX and Mackintosh computers are outlined, with some screen illustrations. A brief bibliography is included, and a source listing of the P-KIMMO system is appended. (MSE)

ED 370 438 FL 022 219

Hall, John; Bankowska, Anne
Vocational Languages: Foreign Languages for Vocational Purposes in Further and Higher Education.
PUB DATE- 94
NOTE- 74p.; For a summary of this report see, FL 022 131.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Course Organization; Curriculum Design; Educational Assessment; Educational Strategies; Foreign Countries; *Instructional Effectiveness; *Languages for Special Purposes; Language Skills; National Surveys; Postsecondary Education; Second Language Instruction; *Second Languages; Student Attitudes; *Student Evaluation; Teacher Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS- *Scotland

A study of second language instruction for vocational purposes in Scotland is reported. It used case studies to investigate: (1) teaching approaches currently used; (2) assessment of foreign language skills for vocational purposes; (3) evidence of the effectiveness of different teaching approaches; and (4) approaches considered most effective by instructors and students. Nine cases were selected to reflect a range of vocational areas, a range of skills and certification levels, and a range of experience in modern language instruction. They include two courses specifically designed for individuals needing foreign language skills for their jobs, five that were language options in vocationally-oriented programs, and two courses designed for linguists wishing to develop language skills further in a vocationally-oriented context. The report contains six chapters: (1) a description of the study's design

Financial Needs; Higher Education; Income; *Life Satisfaction; Money Management; Retirement Benefits; Teacher Attitudes; Teacher Retirement; Universities
IDENTIFIERS- *Retired Persons; Retirement Planning

A national survey of college and university retirees in Spring 1990 sought to help institutions to assess benefit programs and provide services for retirees. The survey involved a nationwide cross section of 130 institutions of higher education from which responses were received from 19,126 retirees (40 percent retired faculty). Questions covered a broad range of retirement issues. Results showed that 90 percent of respondents were satisfied with retirement; that 76 percent retired by choice and 16 percent not by choice; that nearly half retired before age 65; that faculty retirement age patterns are changing with more faculty staying to age 70 or later; that 37 percent had prepared thoroughly for retirement; that most felt their institutions had not helped them plan for retirement; that most listed Social Security and their final employer's retirement plan as their sources of retirement income; that median household income was $30,000; that there was a close relation between financial status and level of general satisfaction in retirement; that 40 percent had worked for pay since retiring; that 31 percent had moved since retiring; that 45 percent reported excellent health; and that 54 percent said they were now generally "very happy" with life. The report offers seven suggestions for institutions on how to improve their services to staff moving into retirement. (JB)

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ED 370 457 HE 027 162

Gill, Judith I.; And Others
Faculty Supply and Demand--Data Sources and Data Needs.
PUB DATE- Jan 92
NOTE- 10p.; For a related document, see HE 027 431.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aging in Academia; *College Faculty; Data Analysis; Data Collection; Educational Demand; Educational Trends; Employment Patterns; Faculty Mobility; Faculty Recruitment; Higher Education; Personnel Data; *Research; Research Problems; Teacher Retirement; *Teacher Supply and Demand

This publication reviews and analyzes the research on issues affecting faculty supply and demand in higher education and looks at how recent research can assess future trends. An introduction describes many researchers' prediction that three trends will soon create a faculty shortage: (1) increasing faculty retirements based on extensive hiring during 1960s and 1970s; (2) increasing college enrollments; and (3) declining numbers of doctoral recipients interested in a faculty career. The analysis then looks at factors affecting the demand side including changing educational programs; data on student enrollments; and expected replacement needs due to faculty attrition through mobility, death inservice, or retirement. This section concludes that intra-institutional movement as well as attrition are key areas where institutions need more information on faculty decisions to move from one college to another or to leave academe for other work. On the supply side the paper examines graduate school enrollments for doctoral degrees; labor-market competition from noneducational employers; and faculty recruitment. Finally the analysis examines projections for supply and demand based on the data and the assumptions involved. A final section concludes that the analysis raises many questions about the underlying quality

State Aid; State Boards of Education; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Illinois

This paper describes current, official, statewide policy toward Illinois' 125 private colleges and universities. An opening section describes the historical development of higher education policy in the state since 1945. The next section summarizes the major current board of education policies in regulation, planning, student financial aid, institutional aid, and categorical assistance. The following section discusses in detail the role and contributions of private institutions in Illinois in meeting instructional needs, assisting economic development, and contributing to statewide educational priorities. Revenue and expenditure trends are considered in the following section. A subsequent section looks at state support for nonpublic higher education through Illinois Student Assistance Commission Programs, the Illinois Financial Assistance Act, and Board of Higher Education Categorical Grant Programs in engineering, health services education, Cooperation Act grants, cooperative work study, science and technology, and repair and renovation. Next the paper discusses how the Illinois Board of Education's "PQP" (Priorities, Quality, Productivity) statewide initiative to enhance quality, increase institutional productivity and focus resources on highest priority educational objectives. The PQP issues that concern private institutions are similar to those concerning public colleges and universities. A final section announces that the Board will soon address PQP issues for private colleges and continue to work on issues discussed in this document. Appended are 18 tables. (JB)

ED 370 476          HE 027 436

Master Plan for Illinois Higher Education 1991.
PUB DATE- Sep 91
NOTE- 41p.; For related documents, see HE 027 435.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Affirmative Action; Board of Education Policy; College Instruction; Educational Finance; Equal Education; Graduate Study; Higher Education; *Institutional Mission; Institutional Role; *Master Plans; Public Policy; Public Service; Research; State Aid; State Boards of Education; *Statewide Planning; Student Financial Aid; Undergraduate Study
IDENTIFIERS- *Illinois

This publication is the master plan for higher education in Illinois and covers statewide goals, institutional missions, instruction, research, public service, equal opportunity and affirmative action, student financial aid, and state funding. Section I lists goals for the Illinois Higher Education and Coordination and Planning Board and describes Illinois Board of Higher Education membership and organization, and its overall system of governance. Section II on institutional missions describes a differentiated system and the public university missions, the public community college missions, and the nonpublic colleges and universities. Section III, on instruction, sets out general guidelines, undergraduate education policies, doctoral education, professional education, and interinstitutional cooperation and off-campus programs. Section IV lays out three research policies. Section V articulates five public service policies. Section VI presents equal opportunity and affirmative action policies. Section VII

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aging in Academia; *College Faculty; Decision Making; *Educational Policy; *Employment Patterns; Futures (of Society); Higher Education; Individual Needs; Influences; Intellectual Disciplines; *Prediction; Private Colleges; Public Colleges; Retirement Benefits; *Teacher Retirement; Trend Analysis
IDENTIFIERS- *Mandatory Retirement

This study examines the age distribution of faculty retirements at 101 colleges and universities offering at least the baccalaureate degree, representing 35,000 faculty. It examines both historical retirement patterns and distributions of faculty by age and discipline. The study also examines data from a survey of 518 retired faculty members concerning factors influencing their retirement decision. Study findings include: (1) the anticipated 1994 elimination of mandatory retirement is unlikely to cause an immediate substantial increase in the average age of retirement; (2) faculty retire on average 1.8 years later at independent versus public institutions of higher education; (3) average ages at retirement differ depending on the retirement program; (4) 88 percent of survey respondents indicated that mandatory retirement was not a significant factor in their decision to retire; (5) the overriding concern among faculty retirees is their financial condition upon retirement; and (6) projections of retirement rates indicate that the largest number of retirements will occur between 1998-99 and 2002-03, though rates are projected to vary by discipline. Thirty-five tables display data on such topics as average ages at retirement by control of institution, level of institution, retirement plan, and location of institution; importance of mandatory retirement in separators' decision to retire; and factors in retirees' retirement planning by discipline and gender. Appendices provide survey instruments, a list of participating institutions, and detailed statistical data. (Contains approximately 40 references.) (JDD)

ED 370 496 HE 027 456

McCormick, Joe Lew
The Direct Loan Demonstration Program: An Analysis of the Legislative Process Involving Federal Student Loan Policy.
PUB DATE- May 94
NOTE- 259p.; Ph.D. Dissertation, University of Texas at Austin.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Demonstration Programs; *Educational Legislation; *Federal Legislation; Federal Programs; Government Role; Higher Education; Legislators; Pilot Projects; *Policy Formation; *Public Policy; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending

This study examined major stakeholders' perceptions of their involvement and role in the legislative process surrounding the introduction, deliberation, and ultimate passage of the Direct Loan Demonstration Program (DLDP), a federal pilot student loan program. Data analysis was based on a detailed description of the legislative process surrounding the enactment of the DLDP and 48 interviews with 36 key stakeholders. A policy process model was used for examining the setting of the agenda, the specification of alternatives from which a choice was to be made, and determination of an authoritative choice. The study found that the concept of direct lending in the DLDP represented a major paradigm shift in federal student loan policy. Critical events and policy decisions discussed include:

ED 370 515 HE 027 476

Green, Kenneth C.; Eastman, Skip
Campus Computing 1992. The EDUCOM-USC Survey of Desktop Computing in Higher Education.
PUB DATE- 93
NOTE- 82p.; Sponsored by 16 computer and computer software companies. For the 1991 and 1993 surveys, see HE 027 475 and HE 027 477 respectively; for the 1990 survey, see ED 339 368.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; Computers; Computer Software; *Computer Uses in Education; Educational Finance; *Higher Education; Intellectual Property; *Microcomputers; School Policy
IDENTIFIERS- Interuniversity Communications Council; Software Copying; Software Piracy

A national survey of desktop computing in higher education was conducted in 1992 of 2500 institutions. Data were responses from public and private research universities, public and private four-year colleges, and community colleges. Respondents (N=970) were individuals specifically responsible for the operation and future direction of academic computing on their campuses. Among key findings were (1) 31 percent of campuses reported a decline in overall academic computing budgets for 1992-93 and 25.1 percent reported a mid-year budget cut; (2) there was a clear movement towards generic '386 and '486 systems among campuses that recommend IBM compatible products and the proportion of campuses encouraging campus buyers to purchase '486 systems tripled from the previous year; (3) MS-DOS retained its position as leading operating system for desktop computers on campuses; (4) expanding the campus computer network continued to be a top institutional priority; (5) 59.9 percent of campuses have a code of conduct for software use and duplication and another 21.5 percent have a code of conduct under development; and (6) there was an increase in the proportion of students who own personal computers: up to 20.5 percent from 16.5 percent 2 years ago. Also included are the survey data and appendixes with study methodology, the survey form, and a list of participating institutions. (JB)

ED 370 516 HE 027 477

Green, Kenneth C.; Eastman, Skip
Campus Computing 1993. The USC National Survey of Desktop Computing in Higher Education.
PUB DATE- Feb 94
NOTE- 83p.; Sponsored by 9 computer and computer software companies. For the 1991 and 1992 surveys, see HE 027 475-476, for the 1991 survey, see ED 339 368.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; Computer Networks; Computers; Computer Software; *Computer Uses in Education; Educational Finance; *Higher Education; *Microcomputers; School Policy

A national survey of desktop computing in higher education was conducted in spring and summer 1993 at over 2500 institutions.

NOTE- 386p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Access to Information; Bibliographic Utilities; Computer Networks; Electronic Publishing; Foreign Countries; Higher Education; *Information Networks; *Information Technology; Library Catalogs; *Library Cooperation; Online Catalogs; Optical Data Disks; *Shared Library Resources; Standards
IDENTIFIERS- Business Information; Canada; Document Delivery; Europe; Festschrift; OCLC; United States

This proceedings includes the following papers presented at the 16th International Essen Symposium: "Electronic Resource Sharing: It May Seem Obvious, But It's Not as Simple as it Looks" (Herbert S. White); "Resource Sharing through OCLC: A Comprehensive Approach" (Janet Mitchell); "The Business Information Network: Improving European Enterprise through Resource Sharing" (Sheila Corrall); "Cooperative Acquisition and New Technologies for Resource Management and Resource Sharing: An American Model" (Suzanne Fedunok and Sharon Bonk); "Information Networking Issues and Initiatives: The North Texas Experience" (Mary M. Huston and Robert Skinner); "Evaluating Electronic Resources: A Study Using Three Concurrent Methods" (Beth Sandore and Kathleen Ryan); "IT and Resource Sharing in Scottish Libraries together with a Note on Image Compression Standards" (Bernard Gallivan); "The Consortium of Academic Libraries in Manchester (CALIM): Strategic and Development Planning of a New Consortium" (John Blunden-Ellis); "Information Networking in the Nordic Countries: A Swedish Perspective" (Goran Skogmar); "The Nordic SR-net Project: Implementation of the SR/Z39.50 Standards in the Nordic Countries" (Jan A Laegreid); "New Developments in Standard Numbering" (Hartmut Walravens); "The Philosophical and Practical Dimensions of Resource Sharing" (David R. McDonald); "Resource Sharing in a Changing Library Environment: Strategies and Policies in a Canadian Research Library" (Frances K. Groen); "The International Library Market for CD-ROM Publications" (Klaus G. Saur); "Group on Electronic Document Interchange (GEDI): International Co-operation for the Electronic Exchange of Documents" (David Buckle); "Retrospective Conversion of Catalogues in European Co-operative Systems" (Michael McLellan); "Fuzzy Logic: Is It a Better Bibliographical Retrieval Method for End-Users?" (Peter Ahrens); "Advances in OPACs in Europe: An Overview" (Gitte Larsen); "Improving Data Quality in an OPAC from the '70s" (Sten Hedberg); "Integrating Images into the OPAC: Issues in Distributed Multimedia Libraries" (Jack Bazuzi and Ruth Wust); "An Image Is not an Object: But It Can Help" (David L. Austin); and "Conference Summary" (Kate T. Noerr). Most of the papers contain references. Abstracts only of the following two papers are contained: "High Performance CD-ROM Network Computing" (Gerold Ritter) and "New Ways for the Delivery of Information: IT, Networks, SGML, Multimedia and So on" (Arnoud de Kemp). The seminar agenda, lists of participants and participating vendors, and an index are also included. (MES)

ED 370 536 IR 016 678

McKimmie, T.
Communicating with Faculty about the Collection: Citation Analysis and Beyond.
PUB DATE- 94
NOTE- 20p.

Visual Aids; Visual Learning; Visual Literacy; Visual Perception; *Visual Stimuli
IDENTIFIERS- Business Information; Visual Thinking

The focus of this study was to measure the communicative power of business symbols with a business audience. A panel of three people selected 15 appropriate business symbols which then appeared on a questionnaire which showed each symbol with a blank space for the respondent to provide a one word or short answer of the symbol's meaning. Eighty-eight first year Master's of Business Administration (MBA) students enrolled at Penn State University were give the questionnaire. The responses were tabulated by one person who classified the answers into five categories: perfect, close, arena, inappropriate, or no response. Implications of this study include: people mistake or do no know the meaning of many symbols; subjects make rapid judgements about the meaning of symbols and, as a result, people should not rely on symbols to convey in-depth or critical meanings as they do not convey accurate meanings; and that image perception is relative to the context in which it is viewed. A next step with this study is to measure recognition of those symbols with international audiences. The questionnaire and responses are included in the appendix. (Contains 7 references.) (JLB)

ED 370 554 IR 055 007

Moore, David M.; And Others
Multimedia: Promise, Reality and Future.
PUB DATE- 93
NOTE- 13p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; Educational Research; Educational Technology; *Hypermedia; Information Technology; Literature Reviews; *Multimedia Instruction; Research Needs
IDENTIFIERS- Multimedia Materials; *Multimedia Technology

This paper reviews the literature on multimedia research focusing on what it says about the role of multimedia in instruction and whether extant research is sufficient and valid. The following topics are reviewed: definitions of multimedia; using multimedia research to evaluate multimedia programs; concerns over research; and suggestions for research. The conclusions drawn from this review are: neither developers nor researchers universally define the terms multimedia and interactivity; the most prevalent sources for the development of multimedia programs are assumption, intuition, and common sense; there is little useful research on multimedia; and with a few exceptions, there is no body of research on the design, use, and value of multimedia systems. (Contains 41 references.) (JLB)

ED 370 555 IR 055 008

Craig, Robert L.
Universal Pragmatics: A Critical Approach to Image Ethics.
PUB DATE- 93
NOTE- 14p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17,

ED 370 577 IR 055 030

Hergert, Tom; Holmes, Glen
Combating Computer Fear and Apprehension through Interactive Multimedia.
PUB DATE- 93
NOTE- 6p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Attitude Measures; *Computer Anxiety; *Computer Attitudes; Computer Literacy; *Computer Software Development; Computer Uses in Education; Courseware; Educational Change; Feedback; Interaction; Multimedia Instruction; *Teacher Attitudes; Test Construction; User Needs (Information); *Visual Literacy
IDENTIFIERS- *Interactive Systems

An interactive tool was created to gauge the skills and attitudes of individuals and populations regarding computer technology and its attendant changes. The goal of the project was to develop a non-threatening, user-friendly instrument to assess the computer skills and attitudes of preservice and inservice teachers and administrators at all levels. The program was created in Authorware, an icon-based interactive courseware-development tool, to give each user a series of tasks, surveys, and audiovisual presentations about the use of computers in education. Only basic keyboard skills and the use of a mouse are required initially, and computer skills are expected to develop during the course of the interaction. Presentation of the instrument at the 25th annual conference of the International Visual Literacy Association (IVLA) resulted in user feedback that can refine and further develop the instrument. It appears that it can serve its original purpose and may be adaptable for other purposes. Four figures illustrate screens and elements from the instrument. (SLD)

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ED 370 578 IR 055 031

Layng, Jacqueline M.
IMSA--Enjoy the Journey.
PUB DATE- 93
NOTE- 9p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Assessment; Educational Change; *Educational Innovation; *Gifted; High Schools; Information Dissemination; *Mathematics Instruction; Portfolios (Background Materials); Program Descriptions; Public Schools; Residential Programs; *Science Instruction; State Programs; *Videotape Recordings; Visual Literacy
IDENTIFIERS- *Illinois Mathematics and Science Academy; Performance Based Evaluation; Reform Efforts

The Illinois Mathematics and Science Academy (IMSA) in Aurora stereotypical aspects of subjects, such as ethnic heritage, gender, age, and socioeconomic status, as a sample of 355 examples of photocopy humor confirms. The prevalence of photocopy humor indicates that it is indeed a form of mass media, one that merits further research. Implications of research to date are that education is the key to debunking the stereotypes and myths that are common commodities in photocopy humor. Four exhibits present examples of photocopy humor. (Contains 25 references.) (SLD)

ED 370 597 IR 055 050

Robinson, Rhonda S.; Manlove, Linda
Merging Art and Technology: Computer Mediated Teaching.
PUB DATE- 93
NOTE- 7p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Development; *Databases; Educational Technology; Graduate Students; Higher Education; Problem Solving; Symbolic Language; Teaching Methods; Videodisks; Videotape Recordings; *Visual Literacy
IDENTIFIERS- *Digital Imagery; Digitizing; Examples; Northern Illinois University

Technology, software, and design activities that have been used to create presentations for a class in visual literacy taught to graduate students in the instructional technology program of Northern Illinois University are described. In the past, the language of visuals was introduced through a slide and tape produced for the class. An additional method of exemplifying and practicing the terms associated with visual literacy that is now being implemented is the use of a visual database and a computer-assisted lecture and discussion. An exercise in visual problem solving has been developed into a computer mediated-lecture and discussion. In addition, students add to the visual database themselves by locating frames on videodisc, scanning materials or video-digitizing images, and preparing their own class presentations. Visuals can be derived from computer-generated images, digitized images, video files, and analog storage. Exercises in locating, generating, and selecting a series of visuals would provide examples for much of the language of visual literacy. Three figures illustrate the discussion. (Contains 6 references.) (SLD)

ED 370 598 IR 055 051

Ramsey, Inez L.
Visual Literacy through the Visual Arts.
PUB DATE- 93
NOTE- 8p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

DESCRIPTORS- College Faculty; Community Colleges; *Evaluation Problems; Grades (Scholastic); Predictive Validity; *Predictor Variables; *Screening Tests; *Student Placement; Test Validity; Two Year Colleges; *Writing Skills; *Writing Tests

In fall 1993, Golden West College (GWC), in California, participated in a large-scale study coordinated by Computerized Assessment and Placement Programs (CAPP) to gather evidence supportive of the College Board Assessment and Placement Services (APS) tests. The study focused on gathering instructor ratings of student preparedness levels in a range of courses to serve as the criterion for an evaluation of the validity of the APS Writing test, GWC's primary instrument for English placement. Using end-of-course grades as the criterion in traditional predictive validity studies assumes that skills measured by the test are necessary for student success. Yet, a wide array of factors combine to determine course grades and educational success. A more appropriate gauge for assessment is whether the tests provide meaningful information about the students' skill levels. Instructors in English writing courses provided ratings of the level of preparedness of each of their students. A total of 312 ratings were then matched with CAPP assessment data. The primary analysis involved determining the correlation between APS writing test scores and instructor ratings. The findings supported the conclusion that the APS Writing test is an appropriate and effect placement tool and provided indirect evidence for the multiple-measure placement model currently used at GWC. The data also supported the argument that instructor ratings can be effective criteria in placement validation studies. Descriptions of the targeted English writing classes, directions for instructor ratings of student preparedness, and correlation data are appended. (KP)

ED 370 618          JC 940 314

Dickmeyer, Nathan; Meeker, Bradley
Comparative Financial Statistics for Public Two-Year Colleges: FY 1993 Peer Group Sample.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 87p.; For a less detailed report, containing national quartiles, see JC 940 315.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; *Expenditures; Financial Support; *Instructional Student Costs; National Norms; National Surveys; *Peer Institutions; Questionnaires; School Personnel; School Statistics; State Norms; Statistical Analysis; Teacher Student Ratio; Trend Analysis; *Two Year Colleges

Comparative financial information derived from a national sample of 516 two-year colleges is presented in this report for fiscal year 1992-93, including statistics for the national sample and for six peer groups. The report's nine sections focus on: (1) introductory information about the study's background, objectives, and sample; the National Association of College and University Business Officers' Special Analysis Service; and ordering, using, and responding to the reports; (2) study limitations and methods, including a section dispelling the that: (1) 47% held a bachelor's degree and 14% held an associate degree; (2) 81% were between 25 and 54 years of age, 55% were female, and more than 75% were employed; (3) nearly two-thirds had participated in postsecondary education within the last 5 years, with math, science, and technical courses the most frequently cited, followed by business and finance; (4) younger residents were most likely to plan to continue their education in the next 2 to 3 years; (5) respondents preferred enrollment in credit courses, and 50% preferred to be enrolled in degree programs; (6) 81% reported that education was important to their career development; (7) 33% were likely to attend CLC, and an additional 40% would attend if they could get desired courses; (8) location was reported to be a primary advantage when considering CLC; (9) of factors influencing college choice, teacher quality was most important; (10) 31% indicated they would be likely to take a televised course and 50% would be likely to take a taped course; (11) problems limiting attendance were cost, child care, and distance; (12) 94% of respondents were familiar with CLC from "word of mouth" and CLC mailings. The survey instrument is attached. (KP)

ED 370 635 JC 940 336

Tsunoda, Joyce S.
Community Colleges Lead the Way in International and Intercultural Education: Recent Success Stories and a Blueprint for the Future.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; Cultural Pluralism; Educational Objectives; Futures (of Society); *International Programs; *International Studies; Multicultural Education; Two Year Colleges

To build a global community, community colleges must start with the grassroots--students and clients. Educators committed to international education need to re-examine existing philosophies and ask: (1) does international education have relevance to our students' daily lives; (2) can students make connections between what they are studying and how it applies to the larger global context; and (3) do students graduate without a broad world view, without their attitudes and behavior truly being affected by international education. International education must be embedded in the fabric of the overall curriculum and infused into the total teaching and learning climate. International education enhances multicultural harmony through deeper understanding and appreciation of cultural diversity. Community colleges must view the world as their community; actively reach out across the globe to promote technical training and human resource development to emerging nations; and incorporate the importance of international education into their mission statements. International education cannot be viewed as peripheral, but rather as essential for to the political, social, and economic survival of the United States. International education must not be the target of budget cuts, but be supported and strengthened to provide students with a quality of education which ensures success. (KP) current activities are related to the graduates' educational programs, and provide data to inform career awareness and planning efforts. In 1993, the 16 districts in the WTC system surveyed 15,835 graduates from 1992-93. Responses were received from 13,298 (84%) graduates and were compiled into a statewide report. Results of the study included the following: (1) 60.2% of the graduates were female, while minorities represented 7.3% of the respondents; (2) of the respondents in the labor force, 92% were employed and 80% of these graduates were in jobs related to their training; (3) graduates of the home economics program had the highest percent employed rate at 89%, followed by agribusiness at 87% and health programs at 85%; (4) the median monthly salary for all 1993-93 graduates was $1,473; and (5) graduates from the service instructional division had the highest median salary at $1,733, followed by those from technical division at $1,732 and those from health at $1,642. Includes a systemwide table by program title of the number of graduates, number of responses, number employed, the percentage of jobs related to training, monthly salary range and median, and average hours per week. The survey instrument is appended. (KP)

ED 370 653 JC 940 359

VTAE Facts, February 1994. Wisconsin Board of Vocational, Technical, and Adult Education.
PUB DATE- Feb 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Finance; *Enrollment Trends; *Expenditure per Student; Expenditures; Full Time Equivalency; Longitudinal Studies; *School District Spending; State Aid; Tables (Data); Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Wisconsin

Compiled by the Wisconsin Board of Vocational, Technical, and Adult Education (VTAE), this fact book presents information on enrollments, financing, programs, and staffing in the state's VTAE programs from 1983 to 1993. Enrollment data is presented in three tables: 1983-93 VTAE headcount enrollment by aid category; 1983-93 full-time equivalent (FTE) student enrollment by aid category; and 1983-93 VTAE target population enrollment. Data on VTAE finances is presented in five tables: 1983-93 district operational costs by aid category; 1983-93 district revenues; 1983-93 general purpose revenue aids to VTAE districts; 1984-94 mill rates, tax levies, and property values; and 1984-94 program fees and out-of-state tuition. Data on VTAE programs is presented in three tables: 1983-93 programs by instructional division; the college parallel program from 1983-93; and basic skills and remedial instruction courses for 1983-1993. The final section presents data on 1983-93 district staff equivalents. Selected data include the following: (1) total 1992-93 headcount enrollment was 452,897, down from 464,435 in 1991-92; (2) the most significant headcount changes occurred in the Blackhawk district, where enrollments were down 15.3% from the previous year; (3) from 1983-84 to 1992-93, systemwide operational costs increased from $257,254,200 to $456,809,200; (4) from 1983-84 to 1992-93, total district-wide revenues from program fees increased from $25,636,100 to $63,435,200; and (5) from 1991-92 to 1992-93, full-time equivalent basic skills students dropped by 570, while allocated costs for basic skills

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Behavior; Affective Objectives; Check Lists; Elementary Education; *Interpersonal Relationship; *Learning; Recognition (Achievement); Religion; *Self Esteem; Self Evaluation (Individuals)

This booklet contains materials designed to help teachers and students identify and celebrate affective learning as it is expressed in behavior. First, a brief user's guide explains how teachers and students can use the "Celebration of Learning" materials. Next, five areas of affective learning are listed, with general and specific examples of behaviors that demonstrate learning in those areas. The five areas are: (1) self-worth, which is evident if the student takes risks, assumes responsibility, and perseveres in developing talents; (2) relationships with others, in which development is evident in consideration and respect for authority, appreciation of the accomplishments of others, and respect for others' rights, ideas, and property; (3) world awareness, which is shown by a belief in the value of citizenship and commitment to social justice; (4) learning, in which growth is evidenced by a desire to search for truth, self-motivation, and intellectual curiosity; and (5) spiritual life, in which learning is evident if the student exemplifies hope, trust, and purpose in life. The booklet also contains self-assessment instruments for grades 1-3 for each of the areas; a teacher checklist for recording student behaviors; a self-assessment instrument for grades 4-6; a list of 15 ways in which teachers can help students learn; and Good News Notes to report learning behavior to parents. (AC)

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ED 370 672 PS 022 074

Parent Resources Inventory.
PUB DATE- 93
NOTE- 37p.; ED 275 432 and ED 314 675 are earlier versions of the inventory.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Child Health; Child Rearing; Childrens Literature; *Early Childhood Education; Foreign Countries; Gifted; *Newsletters; *Parent Materials; Parent Participation; *Periodicals; Responsibility; Special Needs Students
IDENTIFIERS- Alberta; Child Safety

This resource guide provides an annotated bibliography of 101 articles and newsletters of interest to parents and teachers of children in preschool through grade 3. The bibliography contains the titles and short descriptions of materials, selected with the assistance of parents and teachers from across Alberta (Canada), on a wide range of topics related to education, child development, and child rearing. The topics are: (1) child abuse; (2) adoption; (3) advocacy; (4)

children's play and offers several suggestions on time allocation, group size, and environment. The booklet also discusses the role in children's play of four teaching styles--prestructuring, redirecting, non-intervening, and extending. The importance of appropriate physical environment and play materials is also examined. The booklet concludes with advice on implementing play programming. Contains 14 references. (TJQ)

ED 370 691 PS 022 366

Fleer, Marilyn
Why Won't My Torch Work? Physics for 4 to 8 Year Olds. Australian Early Childhood Resource Booklets No. 1.
PUB DATE- Mar 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; Electric Circuits; *Electricity; Foreign Countries; *Physics; *Science Experiments; Science Instruction; Scientific Concepts; Teaching Methods
IDENTIFIERS- Australia; *Interactive Teaching

Young children in Australia enter early childhood education settings eager to make sense of the world that surrounds them. Their interest in every day experiences is evident in the range of questions asked, many of which are scientific in nature. Intended as a resource for adults working with 4-to 8-year-old children, this booklet provides an example (the workings of a flashlight i.e., torch) of how science education can be fostered in early childhood. Although electricity is featured, the approach advocated can be transferred to any other area of scientific interest that may arise during children's interactions in early childhood. Detailed information is given on an interactive method of teaching the topic of electricity, a topic usually not introduced to young children. Information on the procedure for teaching and an extensive resource list are also provided. The basic physics of circuits is provided as background information for the topic, and the booklet cautions that similar background information should be collected first when applying the approach advocated to other topics of interest in the physical sciences. (TJQ)

ED 370 692 PS 022 367

Stonehouse, Anne
Our Code of Ethics at Work. Australian Early Childhood Resource Booklets No. 2.
PUB DATE- May 91
NOTE- 19p.; For a related document, see PS 022 368.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Codes of Ethics; Day Care; Early Childhood Education; Ethical Instruction; *Ethics; Foreign Countries; Integrity; Moral Issues; Moral Values; *Preschool Teachers; *Teacher Behavior
IDENTIFIERS- Australia; *Professional Ethics

Everyone who works with Australian children in early childhood

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Curriculum Guides; Elementary Education; *Elementary School Students; Family School Relationship; *Learning Activities; Lesson Plans; Parent Participation; Problem Solving; *Prosocial Behavior; *School Counseling; Social Cognition; Student Behavior; Teaching Guides
IDENTIFIERS- Comprehensive Alienation Prevention Project

This curriculum guide contains six units designed for use by counselors in elementary classrooms to teach children skills in conflict management and to model appropriate child management skills for classroom teachers. The units are designed to be used in kindergarten through grade 5. Each unit contains six sections: (1) a summary stating lessons, goals, and desired outcomes; (2) a list of supplies needed; (3) an explanation of a pretest session; (4) five lessons on conflict management and related skills; (5) an explanation of a posttest session; and (6) a list of resources and references. Each unit also includes letters to parents describing the lessons and containing suggestions to use at home to strengthen development of the skills. Contains 31 references. (TM)

ED 370 711 PS 022 426

Clyde, Margaret
Men in Early Childhood: What Do Women Think about It?
PUB DATE- 30 Mar 94
NOTE- 24p.; Paper presented at the Association for Childhood Educational Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Early Childhood Education; *Educational Attitudes; Education Majors; Females; Foreign Countries; Males; *Preschool Teachers; Questionnaires; Sex Differences; *Sex Stereotypes; *Teacher Behavior
IDENTIFIERS- Australia

This study sought to determine Australian attitudes toward men working in the early childhood profession. Subjects were 100 first-year and 100 third-year female early childhood undergraduates and 22 practicing early childhood teachers and caregivers. Survey respondents were asked to describe how three imaginary early childhood teachers named Mary, Steve, and Chris would respond to everyday classroom situations. The open-ended responses indicated that about half of the first- and third-year students thought that the three teachers would react in the same way. The other half thought that whereas Mary would engage in more physical contact with children, Steve would refrain from touching them. Responses for Chris's behavior were largely dependent on the perception of this imaginary teacher's gender. The teachers' and caregivers' responses, while more sophisticated, were similar in terms of the expectations for the three teachers. The survey also found that while most respondents believed that male and female early childhood teachers entered the profession for the same reasons, many thought that male teachers would move on to other careers, whereas female teachers would remain in the profession. A copy of the survey questionnaire is appended. (MDM)

ED 370 712 PS 022 438

Gillingham, Dorathea Dixon

descriptions, and a list of resource materials with ordering information. (KS)

ED 370 730 RC 019 372

Westerman, Marty
Easy Green: A Handbook of Earth-Smart Activities and Operating Procedures for Youth Programs.
PUB DATE- 93
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Camping; Check Lists; *Conservation (Environment); Conservation Education; Energy Conservation; Group Activities; Learning Activities; *Program Administration; Program Improvement; *Recycling; Self Evaluation (Groups); Water; *Youth Programs
IDENTIFIERS- Composting; *Environmental Awareness

This book aims to help camp directors and programmers evaluate the environmental impact of camp practices, make informed environmental choices, and make environmental awareness a habit in all operations and activities. Section 1 discusses developing a personal environmental philosophy, and considering possibilities for camp environmental action in light of the strengths and limitations of the camp's suppliers, locality, facilities, staff, and campers. Section 2 outlines steps in developing environmental programming, provides sample daily schedules and a 5-year plan, lists discussion points for seminars and evening programs, and describes over 50 camper activities related to the "big picture," solid waste management, energy and water conservation, wildlife, and hazardous materials. Section 3 describes camp infrastructure improvements related to hazardous and toxic materials, water use, energy use, recycling, and composting. Appendices list additional printed resources, national organizations disseminating environmental information, and government resources; suggest publicity methods for the camp's environmental program; and provide instructions for building composting bins. This book includes an index and many checklists and worksheets for figuring costs, checking water and energy use, and planning environmental improvements. (SV)

ED 370 731 RC 019 622

Picot, Cynthia, Ed.
Education in Rural Areas.
PUB DATE- 94
NOTE- 21p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cost Effectiveness; *Educational Facilities; *Educational Facilities Design; Educational Facilities Planning; Educational Research; Elementary Secondary Education; Higher Education; International Organizations; Rural Areas; *Rural Schools; *School Construction
IDENTIFIERS- *Property Management

This newsletter presents information concerning the building and management of educational facilities in rural areas. The

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indians; Ancient History; Art Activities; *Childrens Literature; *Cultural Activities; Dance; *Hispanic American Culture; *Mexican Americans; Music Activities; *Religious Holidays
IDENTIFIERS- Aztec (People); California (Sacramento); *Dia de los Muertos

This children's book describes how a Mexican-American family celebrates the traditional Mexican holiday, Day of the Dead (Dia de Muertos). The book centers on 10-year-old twins, Ximena and Azucena, who live in Sacramento, California, with their two brothers, older sister, and parents. The Day of the Dead takes place on the first and second day of November and honors relatives and friends who have died. The holiday celebrates their spiritual return to Earth to share a special feast with the living, and has roots in the ancient history of Mexico and in the beliefs of the Aztecs. In 1974, the twins' father helped to revive this traditional celebration in Sacramento. The celebration begins at home where the whole family works together to create an alter or "ofrenda" to honor the departed souls of relatives. The alter consists of Mexican food, flowers, clothing, holiday decorations, and photographs. The twins' father, who is also an artist, helps his family make skeleton masks to be worn on the second day during the procession to the cemetery. At the end of the procession, there is a large ofrenda, built by the people in the community to honor all the dead. Later, a priest from the Catholic church comes to perform a Mass in Spanish. Traditional dancing and music is also an important aspect of the celebration. The twins reflect on the meaning of their participation in the holiday and how it puts them in touch with the values of traditional Mexican culture and the religion of their ancestors. Contains photographs, a glossary, and an index. (LP)

ED 370 749 RC 019 649

Nachtigal, Paul M.
Political Trends Affecting Nonmetropolitan America.
PUB DATE- 8 Feb 94
NOTE- 17p.; Paper presented at the Rural Education Symposium during the Annual Conference of the American Educational Research Association (New Orleans, LA, April 7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Futures (of Society); Governance; Participative Decision Making; Policy Formation; *Politics; *Public Policy; *Role of Education; *Rural Areas; Rural Urban Differences
IDENTIFIERS- Political History; *Sense of Place

There are two stories about political trends affecting nonmetropolitan America. The old story, which is the story of declining rural population and declining rural influence on public policy formation, has its roots in early deliberations about governance in this country. Jefferson's republicanism focused on direct citizen involvement in decision making, with an implicit belief that people could rise above their own interests to pursue a common good. The federalists feared the instability of republican governments and concentrated on something already known. An analogy is defined as a mapping from one structure, which is already known (the base or source), to another structure that is to be inferred or discovered (the target). The research community has given considerable attention to analogical reasoning in the learning of science and in general problem solving, particularly as it enhances transfer of knowledge structures. Little work, however, has been directed towards its role in children's mathematical learning. This paper examines analogy as a general model of reasoning and discusses its role in several studies of children's mathematical learning. A number of principles for learning by analogy are proposed, including clarity of the source structure, clarity of mappings, conceptual coherence, and applicability to a range of instances. These form the basis for a critical analysis of some commonly used concrete analogs (colored counters, the abacus, money, the number line, and base-ten blocks). The final section of the paper addresses more abstract analogs, namely, established mental models or cognitive representations that serve as the source for the construction of new mathematical ideas. A reference list contains 78 citations. (MKR)

ED 370 767          SE 054 090

Fraser, Barry J., Ed.
Research Implications for Science and Mathematics Teachers. Volume 1. Key Centre Monograph Number 5.
SPONS. AGENCY- Australian Dept. of Education, Canberra.
PUB DATE- 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Classroom Research; Demonstration Programs; Diagrams; *Educational Research; Elementary Secondary Education; Enrollment; Foreign Countries; *Mathematics Education; *Science Education; Science Experiments; Science Laboratories; Science Teachers; Teacher Student Relationship; *Technology Education; *Womens Education; Writing Exercises
IDENTIFIERS- Australia

This document was compiled to help keep science and mathematics teachers in Australia abreast of the results of important research endeavors in education. The monograph is divided into 12 chapters. Chapter one, "Exemplary Science and Mathematics Teachers," (Barry Fraser and Kenneth Tobin) describes a study focusing on examples of outstanding teaching, thus providing a refreshing alternative to research which maligns science and mathematics education. Chapter two, "Assessing and Improving Classroom Environment," (Barry Fraser) includes a questionnaire and description of a questionnaire that can be used by teachers to obtain quick and easy assessment of their students' perceptions of classroom environment. Also included is a description of a case study of a teacher's successful application of a straightforward method for improving the environment of her classroom. Chapter three, "Scientific Diagrams: How Well Can Students Read Them? (Richard Lowe) provides two studies designed to question the assumptions that diagrams help students to learn science. Chapter four, "Images of Scientists: Gender Issues in Science Classrooms," (Jane direct or systematic replication, common practices in other disciplines, play significant roles in science education research. The method of analysis and a discussion of the results are included. (ZWH)

ED 370 790 SE 054 466

Reed, Elizabeth W., Ed.
Environmental Resource Guide: Air Quality. A Series of Classroom Activities for Grades 6-8.
PUB DATE- Jun 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; *Environmental Education; Integrated Activities; Intermediate Grades; Junior High Schools; Middle Schools; Science Activities; Science Education
IDENTIFIERS- *Air Quality; Environmental Issues; Environmental Problems; *Pollutants

Many different types of air quality can be studied in middle school science classes using available supplies. This grade 6-8 activity guide was developed to provide opportunities for children to learn about the issue of air quality. Sixteen hands-on activities integrate the issue into middle school science classes. A chart categorizes the activities according to the following topics: acid rain, air pollutant gases, air pollution in general, biology, criteria pollutants, greenhouse effect, health and pollution, ozone, particulate matter, and physical science. Each activity contains: (1) objectives; (2) subjects; (3) time needed; (4) materials; (5) background; (6) follow-up; (7) extension ideas; and (8) resources. Additional resources include a glossary of 58 terms; fact sheets about air, weather and climate, natural air pollutants, criteria pollutants, acid deposition, ozone, indoor air, and emerging air quality issues; and information about the Air and Waste Management Association. (MDH)

ED 370 791 SE 054 467

Altman, Paula, Comp.
Energy Education Resources: Kindergarten through 12th Grade.
PUB DATE- 24 Feb 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; *Energy; *Environmental Education; *Instructional Materials; *Resource Materials; Science Curriculum; *Science Education

This publication provides a list of generally available free or low-cost energy-related educational materials for primary and secondary students and educators. The list contains 113 references listed alphabetically by the corporation or government department that produced the materials. Each entry contains the producer of the materials, a description of that organization, a description of the materials, and their availability. (MDH)

ED 370 792 SE 054 468

Hazard House Workbook: A Workbook about Household Chemicals. Leader's Manual. Members Manual.

Community: Revitalizing Introductory Science Curricula: An Overview." (ZWH)

ED 370 813 SE 054 589

Collins, Timothy W.; And Others
Gaining the Competitive Edge: Critical Issues in Science and Engineering Technician Education.
PUB DATE- 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Engineering Education; *Engineering Technicians; Higher Education; Paraprofessional Personnel; Recruitment; Science Education; Vocational Evaluation; Workshops

In an effort to explore critical issues important to the development of high quality science and engineering technicians, 115 technicians, technician educators, government representatives, and employer gathered in July 1993 to provide recommendations for future activities and projects designed to improve the quality of the U.S. technician workforce. This document provides a discussion of workshop activities. Included are: (1) a brief summary of the state of technician workforce; (2) workshop reports which includes "Professionalism of Technician Careers," "Alliances," "Faculty," "Human Resources Issues--Recruitment, Retention, and Placement," "Curriculum and Program Development," and "Secondary School Education for Technical Careers"; (3) sections on issues and recommendations for each workshop report topics; and (4) implications for policy. Also included are abstracts from selected preconference papers and the following articles: (1) "What Do Technicians Do?" by Stephen R. Barley; (2) "Education for Engineering and Industrial Technicians in the Reinvestment Economy" by Lawrence J. Wolf; (3) "One Society's Response to Technician Needs" by Kenneth M. Chapman; and (4) "Critical Issues in Science and Engineering Technician Education Invitational Workshop, Summary Comments" by George R. Boggs. (ZWH)

ED 370 814 SE 054 597

Stepans, Joseph I.; Miller, Kenneth W.
Teacher, Administrator, and Science Educator Form a TRIAD.
PUB DATE- 92
NOTE- 12p.; Paper presented at the Area Conference of the National Science Teachers Association (Charlotte, NC, December 10-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Administrators; *Classroom Research; Higher Education; *Inservice Teacher Education; *Partnerships in Education; Science Education; Science Teachers; Teacher Educators

This report relates how a classroom teacher, building administrator, and a science educator form a partnership to promote change in classroom teaching practices as well as

Mapping represents the intercultural dialogue in the third research relationship, and two figures illustrate examples of the social map. Social cartography helps comparative educators order and interpret the relativism and growing fragmentation of cultures. Three types of maps identify ways to provide visual explanations: (1) the phenomenographic map positions phenomena in relation to one another; (2) the conceptual map develops perceived relationships within or between categories; and (3) the mimetic map imitates reality and has a geographic nature. Map utilization as a part of comparative studies provides a visual dialogue of cultural flow and influences appropriate for future work in comparative education. (CK)

ED 370 833 SO 023 261

Remy, Richard C.; And Others
Building a Foundation for Civic Education in Poland's Schools. Final Report.
SPONS. AGENCY- National Endowment for Democracy, Washington, DC.
PUB DATE- Jun 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Civics; *Curriculum Development; *Democracy; Democratic Values; Economics; Elementary Secondary Education; Foreign Countries; *International Educational Exchange
IDENTIFIERS- *Poland

This document is the report of a project to strengthen democratic reforms in Poland by enhancing student and teacher understanding of citizenship in a democracy. The goal of the initiative is to promote the development of democracy in Poland by instituting a new citizenship curriculum in Polish schools. The immediate goal of this project was to develop curriculum guides for an eighth grade course and a secondary school course on citizenship for democracy. The project has met all of its key objectives including: (1) developing and publishing a three-volume curriculum guide for courses on citizenship in a democracy that will be used in subsequent curriculum development and teacher in-service programs; (2) introducing Polish teachers to new instructional strategies and materials of particular value in education for democratic citizenship; (3) mobilizing and training a core group of Polish teachers who now have experienced a process of democratic reform and who can play leadership roles in disseminating the new approaches and materials throughout Poland; and (4) laying the foundation for ongoing working relationships between the Ministry of National Education and the National Center for Teacher Training in Poland and key citizenship education centers in the United States. The project has contributed to the understanding of how best to serve the special needs of citizenship educators in countries like Poland which are trying to overcome the legacy of Communist rule. The report recognizes a need to teach about democracy in ways that overcome popular skepticism about the efficacy of democratic ideals and formulas, and to incorporate economic education into civic education. (DK)

ED 370 834 SO 023 265

Garcia, Eduardo
A Survey of Arts Organizations. Literacy in the Arts, An Imperative for New Jersey Schools.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Attendance; *Bilingual Education Programs; Career Education; Chinese; Citizenship Education; Cultural Awareness; Dropout Prevention; Educational Attitudes; *English (Second Language); High Schools; Inservice Teacher Education; Instructional Materials; Latin Americans; *Limited English Speaking; Material Development; Native Language Instruction; Parent Participation; Program Evaluation; Second Language Instruction; Spanish; Spanish Speaking
IDENTIFIERS- New York City Board of Education

Integrated Methods for Pupils to Reinforce Occupational and Vocational Effectiveness (Project IMPROVE) was a federally funded project in its second year of operation in two Manhattan (New York) high schools in 1992-93. It served limited-English-proficient students, 186 Latino and 13 Asian-American, in grades 9-12. Students received instruction in English as a Second Language (ESL), native language arts (NLA), science, mathematics, social studies, and career education. Program staff attended workshops and conferences, had the opportunity to take college courses, and developed curriculum materials. Parent involvement activities included ESL classes, meetings, interviews with program staff, and educational field trips. The project met its objectives for Spanish and Chinese NLA, familiarity with American citizenship and culture, cultural pride, attitude toward school, dropout prevention, attendance, career education, and parent involvement. It partially met objectives for content area subjects and staff enrollment in area colleges. It failed to meet objectives for ESL and staff awareness of pupil needs and problems. Recommendations for program improvement include: exploration of reasons for low ESL achievement and augmentation of teaching methods as needed; formation of content area study groups, with individualized and peer instruction; encouragement of staff's college enrollment; increased awareness of student needs and problems through workshops. (MSE)

ED 370 375 FL 022 128

Kang, Hee-Won; Dutton, Bonnie
Becoming Multicultural: Helping Students Develop Intercultural Competence.
PUB DATE- 11 Feb 94
NOTE- 10p.; Paper presented at a Meeting of the National Association for Multicultural Education (Detroit, MI, February 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communication Skills; Conflict Resolution; *Cross Cultural Training; *Cultural Awareness; *Culture Conflict; Elementary Secondary Education; *Intercultural Communication; *Multicultural Education; Reading Strategies; Skill Development

A series of strategies and techniques for helping elementary and secondary students develop a multicultural outlook within the school environment are outlined. It is argued that because of the culture-specific knowledge individuals possess, we draw inferences that influence the way we perceive other people and interpret their actions, resulting in cultural misunderstandings. These inferences are based on our

Nine sample HyperCard file cards are presented. The development and integration of BJ into the UTA Japanese curriculum are also discussed. (Author/MDM)

ED 370 394 FL 022 153

Arrington, Teresa R.
Use of Video Material in the Spanish for Business Language Classroom at the Second- and Third-Year Levels.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Classroom Techniques; Course Descriptions; Higher Education; *Instructional Materials; Languages for Special Purposes; Programmed Instructional Materials; Second Language Instruction; *Spanish; Teacher Role; *Videotape Recordings

This paper discusses how the business Spanish courses offered by the University of Mississippi are conducted, focusing on the use of videotaped materials in the classroom and the development of appropriate handouts for students to use in conjunction with video materials. Introductory-level instruction is offered in the Spanish 101, 102, and 201 sequence, while the second-year Spanish 202 course serves as a review and vehicle for special topics, with sections emphasizing medical, fine arts, or business terminology. A new third-year course, Spanish 305: Business Spanish, was introduced in 1993, and relies extensively on a self-guided, business-orientated Spanish videotape series entitled "Espana y America: Al habla!" To effectively utilize videotaped materials, instructors need to preview segments and provide students with handouts to direct their viewing toward specific goals, such as specific cultural practices and grammatical usages. Each segment should lead into an application discussion that integrates material covered in class. A specific video segment on banking activities is discussed, and sample handouts appropriate for use with the segment are provided. (MDM)

ED 370 395 FL 022 156

Critchfield, Theodore M.
The High Speed Projection Technique for Teaching the Reading of Korean & Japanese or Other Non-Roman Witing Systems.
PUB DATE- 93
NOTE- 11p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

by the institutions. The papers in Number 1 are: (1) "Xhosa departments of the University of Kansas, as well as contributors from other institutions. The papers in Number 1 are: (1) "Xhosa Nominal Tonology: A Domain-Based Approach" (Mbulelo Jokweni); (2) "On the Representation of Mandarin Syllable Structure" (Feng-Lan Kuo); (3) "Vendler Classes and Reinterpretation" (Michihiko Kawamura); (4) "Negative Polarity Items and the Semantics of the Particles '-to' and '-na' in Korean" (Yae-sheik Lee); (5) "Clitics, Case Checking, and Causative Constructions" (Xavier Villalba); (6) "The Dual Status of the Null Object in Chinese" (Yanfeng Qu); (7) "On the Orientation Problem in Korean 'CAKI' Binding and the Typology of X Reflexive Binding" (Mi-Hui Cho); (8) "Complementation of Hausa Aspectual Verbs" (Lawan Danladi Yalwa); (9) "Deriving the Distribution of Conjunctions" (Ed Zoerner); and (10) "L2 Acquisition of English Reflexives by Native Speakers of Korean" (Hye-Ryun Kim). All six papers in Number 2 deal with Native American Languages: (11) "Karankawa Linguistic Materials" (Anthony P. Grant); (12) "Word-Level Nominalization in Choctaw" (Marcia Haag); (13) Reflexives in Mohawk" (Nancy Bonvillain); (14) "Proto-Algic V: Doublets and Their Implications" (Paul Proulx); (15) "The Limit of Structure Preservation in Dakhota Lexical Phonology" (John Kyle); and (16) "Notes on the Kansa Word List of Maximilian, Prince of Wied" (Robert L. Rankin). Each paper is followed by a reference list. (MDM)

ED 370 414 FL 022 192

Jokweni, Mbulelo
Xhosa Nominal Tonology: A Domain-Based Approach.
PUB DATE- 94
NOTE- 18p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Descriptive Linguistics; *Intonation; *Linguistic Theory; Morphophonemics; *Nouns; Tone Languages; Uncommonly Taught Languages
IDENTIFIERS- Tonal Inflection; *Xhosa

This paper argues that a domain-based approach can be used to explain the complex tonal structure of Xhosa nouns by means of a single H tone spread rule. The argument proposes an H tone-motivated domain structure for every noun type, referred to as Tone Domains (TDs), with the number of TDs determined by the number of lexical H tones in a given word. It is then demonstrated that the H tone in each TD spreads to its right edge provided the Obligatory Contour Principle (OCP) is not violated. The significance of this approach is that it explains why the prefixal H tone would spread to the penult in some words and to the antepenult in others. It also explains why the preprefixal H tone is subjected to the rule in some nouns but not in others. (MDM).

ED 370 415 FL 022 193

Kuo, Feng-Lan
On the Representation of Mandarin Syllable Structure.
PUB DATE- 94
NOTE- 35p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

and summary of the case studies; (2) descriptive data on the students and staff, as well as administrative arrangements of the courses; (3) a summary of data gathered from 142 students responses to a questionnaire and 27 staff interviews; (4) student skill assessment methods used in customized, non-specialist, and degree/graduate courses; (5) observations on the relationship between foreign language teaching and vocational subject teaching (including curriculum development and articulation); and (6) conclusions drawn from the study. The student questionnaire is appended. (MSE)

ED 370 439 FL 022 220

Takahashi, Satomi; DuFon, Margaret A.
Cross-Linguistic Influence in Indirectness: The Case of English Directives Performed by Native Japanese Speakers.
PUB DATE- Dec 89
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *English (Second Language); *Japanese; *Language Proficiency; *Linguistic Borrowing; Questionnaires; Role Playing; *Second Language Learning; Socioeconomic Status; Speech Communication; *Young Adults
IDENTIFIERS- *Directive Speech

This study examined the nature of language transfer and its role in second language acquisition. Nine Japanese female young adults residing in Honolulu, divided into through groups based on English language proficiency, took part in two role playing situations with an American native speaker of English. The subjects were to attempt to get a higher-status neighbor to comply with a request directive. Immediately following the role play, the subjects were interviewed, in Japanese, about the situations. The results were then compared to earlier data on Japanese and American directive speech. The results indicated that Japanese learners of English as a Second Language (ESL) tended to proceed from less direct to more direct levels in their directive choice. This is the opposite of the sequence of development in native English-speaking children, which proceeds from more direct to less direct. This finding suggests that other factors besides transfer appear to be influencing the directive choice. The study also found that the beginning group took longer to complete the task, and had more difficulty with it, than either the intermediate or advanced group of ESL learners. Three appendixes contain a taxonomy of directness and indirectness, copies of the role play situations in Japanese and English, and a student general background questionnaire. Contains 44 references. (MDM)

ED 370 440 FL 022 279

Wilson, Choya L.; And Others
The Title VII Academic Excellence Program: Disseminating Effective Programs and Practices in Bilingual Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Bilingual Education Programs; Computer Assisted Instruction; Elementary Secondary Education; *English (Second Language); *Excellence in Education; Federal

of the available data and its collection. Contains 49 references. (JB).

ED 370 458 HE 027 163

Phillips, Mary Ellen; And Others
Employee Benefit Plans and Personal Financial Planning with Expert Systems.
PUB DATE- May 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Comparative Analysis; Computer Software; *Employees; Employment Practices; *Expert Systems; Faculty College Relationship; Family Financial Resources; Financial Needs; *Fringe Benefits; Higher Education; Income; *Money Management; Retirement Benefits; *School Policy
IDENTIFIERS- Retirement Planning

This paper analyzes four personal financial planning "expert systems," which institutions of higher education might offer their employees. Such computerized planning systems, like comprehensive plans and professional planners, help families manage their assets and obligations during their lifetimes and plan for distributing their wealth at death. Discussion includes detailed analysis of advantages and disadvantages. Advantages include lasting expertise, consistent decisions, low operating costs, and inexpensive duplication of copies of the expert system computer program. Disadvantages of such systems include their lack of common sense, their inability to see changes in the environment, and their inability to recognize a problem that is not solvable or outside the program's range of expertise. Examination of purchasing such a system for employees to use looks at reasons for its initial high cost and criteria to weigh when selecting a system. These include quality of data-gathering forms and assistance, system flexibility, plan clarity, system reliability and suitability, and potential liability. The analysis looks at each of these in detail particularly at specific planning areas and how they are treated in each of the systems examined for the analysis. A conclusion notes deficiencies and some key issues for institutions to consider. (JB)

ED 370 459 HE 027 164

Powell, Jan
Evaluating Long-Term Disability Insurance Plans.
PUB DATE- Jul 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; *Employees; *Fringe Benefits; Higher Education; Insurance; Insurance Companies; School Policy; Workers Compensation
IDENTIFIERS- Disability Payments; *Group Insurance

This report analyzes the factors involved in reviewing benefits and services of employer-sponsored group long-term disability plans for higher education institutions. Opening sections describe the evolution of disability insurance and its shape today. Further sections looks at the complex nature of "value" within a plan, relationship between plan design and cost, and components of plan design including benefit level, waiting periods, length of elimination period, definitions of is on student financial aid and treats protecting access and choice, allocating funds, meeting demographic challenges, and improving communications on financial aid. State funding addressed in Section VIII examines public university tuition, operations and grants, and capital. Section IX covers miscellaneous issues including presidents' and chancellors' residences, and alcohol abuse and illegal drug use. An appendix lists master planning reports from July 1964 through July 1991. (JB)

ED 370 477 HE 027 437

Cahn, Steven M.
Saints and Scamps: Ethics in Academia.
PUB DATE- 86
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Codes of Ethics; *College Faculty; College Instruction; *Ethics; *Faculty College Relationship; Graduate Study; Higher Education; Noninstructional Responsibility; Personnel Policy; Scholarship; *Teacher Responsibility; Teacher Role
IDENTIFIERS- Academic Community

This short book examines the role of the college professor and offers ethical guidelines for teaching, scholarship, and personnel duties. The chapters contain essays which focus primarily on common sense clarification of the obligations and responsibilities of college faculty members. Chapters are liberally illustrated with stories and examples from the author's experience and supplemented with practical suggestions for maintaining the ethical standards presented. The first chapter describes the professorial life in general and notes that it is very autonomous with a wide range of professional responsibilities in a variety of settings. The second chapter discusses the art of instruction, the teacher's concerns, examinations, grades, the teacher's role, and evaluation of teaching. Focus of the third chapter is on scholarship and service. This chapter discusses the morality of scholarship, the community of scholars, departmental obligations, and institution-wide faculty duties. The fourth chapter treats issues concerned with faculty appointments, tenure, voting procedures, and faculty dismissals. Graduate education is the topic of the final chapter which discusses the ambiguities and difficulties from the graduate student's point of view and offers suggestions for how faculty should guide graduate students. Includes an index. Contains 27 references. (JB)

ED 370 478 HE 027 438

Cole, Elsa Kircher
Selected Legal Issues Relating to Due Process and Liability in Higher Education.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

the deterioration of the Guaranteed Student Loan Program, the Credit Reform Act of 1990, publicity for the direct lending concept in a "New York Times" article, and the Bush Administration's direct lending decision. Stakeholders whose perceptions are discussed include Congressmen William D. Ford and Robert Andrews, Tom Butts of the University of Michigan, the Senate, higher education associations, the Consumer Bankers Association, and the National Council of Higher Education Loan Programs. An appendix contains a letter written to Senator Paul Simon in support of the direct lending concept. (Contains approximately 140 references.) (JDD)

ED 370 497 HE 027 457

Graham, Todd
New England Endowments, 1977-1992. Findings from NEBHE's Annual FACTS Survey and Related Research. NEBHE Research Report.
PUB DATE- Jan 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Capital; Colleges; *Endowment Funds; Enrollment; Higher Education; Income; Investment; Private Colleges; Public Colleges; Regional Characteristics; School Funds; *Trend Analysis; Universities
IDENTIFIERS- *New England

This report compiles and analyzes endowment data for 128 New England colleges and universities with endowments valued at $1 million or more on June 30, 1992. These endowments are compared with 1977, 1982, and 1987 data. Findings reveal that: (1) the value of all New England college and university endowments grew from an estimated $3.55 billion at the end of fiscal 1977 to $16.7 billion at the end of fiscal 1992, with the majority of this growth occurring between 1982 and 1987; (2) endowment growth rates were particularly high among Catholic colleges, private 2-year colleges, regional liberal arts colleges, specialty schools, and public land-grant universities; (3) three institutions--Harvard University, Yale University, and the Massachusetts Institute of Technology--accounted for 57 percent of New England endowment funds, though they enroll less than 5 percent of the region's college and university students; and (4) half of all college and university students in New England in 1992 attended institutions with endowment levels at or below $976 per student, for which the endowment return supports only a fraction of one percent of annual expenditures. A table lists endowment market value, endowment per student, and share of 1991 budget covered by endowment for each of the 128 responding institutions. (JDD)

ED 370 498 HE 027 458

Scott, Patricia A.
A Comparative Study of Students' Learning Experiences in Intensive and Semester-Length Courses and of the Attributes of High-Quality Intensive and Semester Course Learning Experiences.
PUB DATE- Mar 94
NOTE- 42p.; Paper presented at the Meeting of the North American Association of Summer Sessions (Portland, OR, November 16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Data were responses from public and private research universities, public and private four-year colleges and community colleges. Respondents (N=1011) were individuals specifically responsible for the operation and future direction of academic computing on their campuses. Among key findings were: (1) institutions appear to want software and information technology resources to support instruction primarily software developed by outside sources; (2) nearly half of institutions provide some assistance to help faculty develop technology-based instructional resources but only 15 percent reward or provide incentive to faculty who do develop software; (3) the proportion of campuses reporting budget cuts in computing activities continues to decline from 31 percent in 1992 and 36 percent in 1991 to 28 percent in 1993; (4) there has been a clear shift to '486-based systems in the IBM/compatible domain; (5) expanding campus computing networks remains a top institutional priority; and (6) the proportion of students and faculty who own computers continues to rise slowly across all sectors. Also included are the survey data and appendixes detailing study methodology, the survey form, and a list of participating institutions. (JB)

ED 370 517 HE 027 478

The Freshman Year Experience Special Focus Conference on Urban Campuses: Conference Program and Proceedings, Charleston, SC, June 2-4, 1994.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Freshmen; Economically Disadvantaged; Higher Education; High Risk Students; Program Administration; *Program Descriptions; Program Design; Program Effectiveness; School Holding Power; *Student Personnel Services; Urban Education; Urban Programs; *Urban Universities
IDENTIFIERS- Freshman Seminars; *Student Support Services

These proceedings report on a 1994 conference on the planning, implementing, and refining of programs designed to enhance the first-year experience of college students in urban settings. Early sections detail conference aims, background and policies. One section describes workshops on various topics, provides a profile on the keynote speaker, and a schedule of a student panel. This section also contains brief descriptions of the events held during the conference's seven sessions. Following this is a presentation of abstracts grouped by institution. Many of these describe programs or components of programs at urban institutions for first-year students. Among topics included are the following: first-year student persistence, students on public assistance, student/faculty relations, academic support services, summer program for science and engineering students, building community, career planning, tutorial services, non-traditional student services, student retention, volunteer partnerships, clustering, freshman studies program cost effectiveness, student employment services, student achievement in very challenging courses, teaching critical thinking, and student orientation courses. (JB)

ED 370 518 HE 027 479

Flores, Antonio
Early Awareness Strategies and Their Measurement: Use of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Books; *Citation Analysis; Citations (References); College Faculty; College Libraries; Comparative Analysis; Faculty Publishing; Higher Education; Humanities; Interlibrary Loans; *Library Collections; Natural Sciences; Ownership; Scholarly Journals; Social Sciences; Tables (Data); *User Needs (Information); Users (Information)
IDENTIFIERS- New Mexico State University

The ownership/access debate is considered in the context of communication with library users. As part of a dialogue regarding library resources, a citation analysis was undertaken to assist in describing the collection at the New Mexico State University (NMSU) library to faculty researchers and other library users. References cited in faculty publications for the years 1988 to 1991 were analyzed to determine if they were owned by the library. The study sample consisted of 2,995 citations from 420 publications of 54 randomly selected faculty. Overall, 70.4% of the cited material was owned by the library. Cited journals were more likely to be owned (81.6%) than cited books (67.3%). Comparisons are made between types of citations and publications and of library holdings of cited material in the science, humanities, and social science areas. Five tables present (1) background data for population sample by faculty rank; (2) average numbers of publications and citations by academic group (January 1988 to September 1991); (3) comparison of publication and citation types per faculty member by academic group; (4) percentage of cited material in the library by type of citation; and (5) percentage of cited material in library by academic group and type of citation. (Contains 10 references.) (Author/MES)

ED 370 537 IR 016 681

Chubb, Beverly
Using a Mnemonic Approach To Teach Fourth Graders To Use a Computer Keyboard.
PUB DATE- Feb 94
NOTE- 123p.; M.S. Practicum report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Grade 4; Intermediate Grades; *Keyboarding (Data Entry); *Mnemonics; Pretests Posttests; Problems; Teaching Methods; *Typewriting

This practicum addressed the problem of fourth grade students who watched their fingers and used the "hunt and peck" method while answering questions in curriculum-based software. The following objectives were established: at the end of the 15-week practicum period, all of the 22 targeted students will demonstrate at least 80% accuracy in correct finger placement on the alphabetic keys; and all of the 22 targeted students will apply their keyboarding skills in a word-processing situation. The solution strategies included a mnemonic approach to teach the entire alphabet keyboard in one lesson; age-appropriate drills and games; a project for reinforcement of the mnemonic lesson; and a computer program for practice. The success of the program was measured by the results of a pre- and posttest, teacher observation of keyboarding techniques, and students' use of keyboarding skills in critical-thinking skills applications. Although the stated objectives were not met, it was concluded that the program was a success because

1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criticism; *Ethics; Mass Media; *Nonverbal Communication; Photographs; Photography; *Photojournalism; *Pragmatics; Visual Literacy; *Visual Perception
IDENTIFIERS- Visual Journalism

Visual criticism is a major component of the new visual communication. Visual communication has changed through the advent of new technology which allows images to be combined and manipulated with relative ease. Visual criticism analyzes the forms and practices of image production and examines the roles of images in society creating a new dialogue concerning image ethics. Through a study of the works of Paul Grice and Jurgen Habermas, the relevance of pragmatic universalists to media ethics will be seen. When used in conjunction with these principles, visual criticism can set standards for visual communication in society. (JLB)

ED 370 556 IR 055 009

Pettersson, Rune
Using Digital Image Elements To Produce Schematic Pictures.
PUB DATE- 93
NOTE- 10p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; Databases; Foreign Countries; Graphic Arts; Illustrations; Nonverbal Communication; Research and Development; Visual Aids; Visual Learning; Visual Literacy; Visual Perception; *Visual Stimuli
IDENTIFIERS- Digital Imagery; *Graphic Representation; Sweden; Visual Thinking

There are two categories of representations: figurative and non-figurative. Within the category of figurative representations, there are two groups: visuals and graphic symbols. Graphic symbols include pictorial symbols, abstract symbols, and arbitrary symbols. Symbols can be used for identification, overview, supplying instructions, position, size, representation, and media. As there are so many uses for symbols, every situation and every context requires the consistent use and explanation of the symbols used. The variety of symbols used in schematic pictures makes it hard for users to understand the communication. ELLEMTEL, a Swedish research and development company, has created a set of defined symbols to be used as image elements. This allows a standard set of symbols to be used in various schematic diagrams which makes it an easier and cost effective method for readers to understand the message. (Contains 11 references.) (JLB)

ED 370 557 IR 055 010

Renk, Jeffrey M.; And Others
Visual Information Strategies in Mental Model Development.
PUB DATE- 93
NOTE- 13p.; In: Visual Literacy in the Digital Age: Selected

(Illinois) is a pioneering educational community, the nation's only three-year publicly funded residential high school. Its mission requires the achievement of two separate goals: (1) the education of the gifted young of Illinois in science and mathematics and (2) the sharing of innovative educational findings with other schools in Illinois. The academy opened in 1986 as part of the state's educational reform package. It currently houses 629 students, whose tuition and most of whose board expenses are provided by the state. Student assessment is through performance analyses, thinking logs, learning journals, and portfolios. Schedules, admissions procedures, the school's leadership program, and some details of the facilities are described. As part of its information-sharing mission, IMSA has produced video programs about innovative practices and events. One of the many possibilities of the institution is the increased use of visuals to share information and to help students. (Contains 6 references.) (SLD)

ED 370 579 IR 055 032

Gueulette, David G.
Visual and Digital Technologies for Adult Learning.
PUB DATE- 93
NOTE- 13p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Bibliographic Databases; Distance Education; Educational Media; Educational Planning; Educational Research; *Educational Technology; Instructional Design; Literature Reviews; *Multimedia Instruction; Online Searching; Optical Disks; *Subject Index Terms; *Technological Advancement; *Visual Aids; Visual Literacy
IDENTIFIERS- *Digital Imagery; ERIC

This investigation of a decade of discussion on the uses of media for adult learning continues a collection of information that was initiated in September 1974 in an earlier bibliography. This report describes the methodology and search strategies employed in a comprehensive review of research on the applications of visual and digital technologies to adult learning and major related issues as reported in the literature from June 1982 through June 1992. A review of the ERIC database found 7,144 potential entries under the descriptor "Adult Education." Searching for descriptors related to educational technology and adult education indicated that technological terms were associated with adult education 4,716 times. Many connections were found for distance education and instructional design issues, but relatively few were found for the newer aspects of technology such as compact disc systems. This distribution suggests that the field may not be using or researching the newest and most potentially effective media. The review is intended to provide discussion points for adult education practitioners and theorists. (Contains 2 references.) (SLD)

ED 370 580 IR 055 033

Snetsinger, Wendy; Grabowski, Barbara
Use of Humorous Visuals To Enhance Computer-Based-Instruction.

(150)
DESCRIPTORS- *Art Education; Cooperation; *Curriculum Development; Elementary Education; Elementary School Students; *Integrated Activities; Knowledge Level; Parent Participation; *Picture Books; *Visual Arts; *Visual Literacy

Educators should be encouraged to develop elementary school students' knowledge, understanding, and appreciation of the visual arts in an integrated approach to curriculum development in the schools. Instruction in the visual arts is frequently presented in isolation from other subjects, but resources are available to support reinforcement in other curriculum areas. Among these resources are picture books, a tried and true method of introducing children to the visual arts. Several cooperative art programs that integrate art education and other disciplines are described. Various specialists need to plan an integrated arts curriculum that brings together the combined skills of teachers, artists, parents, and others committed to achieving objectives in the visual arts for children. (Contains 16 references.) (SLD)

ED 370 599 IR 055 052

Barnhurst, Kevin G.
Layout as Political Expression: Visual Literacy and the Peruvian Press.
PUB DATE- 93
NOTE- 15p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; Conservatism; Content Analysis; *Design; Foreign Countries; *Layout (Publications); *Newspapers; *Photojournalism; Political Attitudes; *Politics; Terrorism; Visual Arts; Visual Literacy
IDENTIFIERS- *Peru

Newspaper layout and design studies ignore politics, and most studies of newspaper politics ignore visual design. News layout is generally thought to be a set of neutral, efficient practices. This study suggests that the political position of Peruvian newspapers parallels their visual presentation of terrorism. The liberal "La Republica" covered events in the insurgency extensively and explicitly, as predicted. Conservative newspapers attempted to control terrorism by reducing the extent and limiting the prominence of coverage. One newspaper, the prestigious "El Comercio," used layout as a primary tool to downplay news of the Sendero Luminoso (the Shining Path insurgency group). Two tables present content analyses of the newspapers. (Contains 37 references.) (Author/SLD)

ED 370 600 IR 055 053

Bisplinghoff, Gretchen
The Appearance of Change in "Fried Green Tomatoes."
PUB DATE- 93
NOTE- 7p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.

myth of the "typical" college, and explanations of calculations and definitions; (3) participation by state and region; (4) guidelines for developing comparative analyses; (5) information on median revenues by source for the national sample, multi-campus districts, and single-college districts by size; (6) expenditures per credit full-time equivalent (FTE) student, per credit plus noncredit FTE student, and as a percentage of educational and general expenditures; (7) credit FTE students per FTE staff, headcount student per FTE staff, instructional faculty and part-time staff as a percentage of FTE staff; (8) selected ratios showing staffing patterns, service areas, appropriations, space and scholarships per student, and budgetary and physical plant information; and (9) student characteristics including ethnicity, age, gender, units taken, hours attended, and class levels. Appendixes provide additional information on methodology, a copy of the questionnaire, a list of participating colleges/peer groups, and a user's survey for rating the report. (KP)

ED 370 619 JC 940 315

Dickmeyer, Nathan; Meeker, Bradley
Comparative Financial Statistics for Public Two-Year Colleges: FY 1993 National Sample.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 47p.; For a more detailed report, see JC 940 314.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; Educational Finance; Enrollment; *Expenditure per Student; *Expenditures; *Instructional Student Costs; National Norms; National Surveys; Questionnaires; School Personnel; School Statistics; *State Norms; Statistical Analysis; *Student Characteristics; Teacher Student Ratio; Trend Analysis; *Two Year Colleges

This report provides comparative information derived from a national sample of 516 public two-year colleges, highlighting financial statistics for fiscal year, 1992-93. This report provides space for colleges to compare their institutional statistics with national sample medians, quartile data for the national sample, and statistics presented in a variety of formats including tables, bar graphs, and pie charts. The seven sections of the report discuss the following topics: (1) background, objectives, peer groups, ordering reports, obtaining specialized data analyses, and responding to and using the report; (2) limitations of the study and explanations of methods, which includes a section attempting to dispel the myth of the "typical" institution, and sections on calculations; interpretation of proportions, medians, and quartiles; means; and definitions of terms; (3) participation by state and region; (4) revenues per credit full-time equivalent (FTE) student; (5) expenditures per credit FTE student and selected expenditure ratios; (6) credit FTE students per FTE staff and part-time FTE staff; (7) student characteristics (i.e., credit units enrolled, hours attended, and class level); and (8) class size. Appendixes include a list of participating colleges and their peer group classification, and a user's survey for rating the report. (KP)

ED 370 636 JC 940 337

Report of the Task Force on Institutional Effectiveness Measures.
PUB DATE- Jun 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Annual Reports; Business Administration; *College Outcomes Assessment; College Transfer Students; Community Colleges; Community Development; Cost Effectiveness; Diversity (Institutional); *Institutional Evaluation; *Program Evaluation; *School Effectiveness; Small Businesses; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Arizona

The Task Force on Institutional Effectiveness Measures was formed by the State Board of Directors for Community Colleges of Arizona to develop a statewide plan for systematically demonstrating the degree to which community colleges accomplish their diverse missions. Two subgroups were formed in the Task Force on transfer and college programs and services, and based upon the results of deliberations of these bodies the Task Force identified the following key issues in determining college effectiveness: access, transfer, economic or workforce development, community development, and return on investment. Further, the Task Force recommended that the State Office and each district prepare an annual report of institutional effectiveness based on these issues and including the following data: (1) unduplicated headcount, percentage of female population served, participation of minorities, and number of individuals receiving remediation to indicate access; (2) the number and percentage of upper-division students and baccalaureate recipients with community college credits to address the issue of transfer; (3) completion rates of vocational students, numbers of certificate and degree recipients, and pass rates of certification or licensure examinations to indicate economic development in terms of student benefits; (4) partnerships with business, industry, and government and success rates of small businesses using the Small Business Development Center to indicate business benefits; (5) descriptive narratives illustrating community development; and (6) data on annualized increase in earning with a associate degree and years required for State and localities to recover their investment through increased income and taxes. (KP)

ED 370 637 JC 940 338

Burrill, Dwight; And Others
Three Years and Still Going: Howard Community College's Institutional Effectiveness System.
PUB DATE- Jun 94
NOTE- 6p.; Paper presented at the Summer Institute on Institutional Effectiveness and Student Success (6th, Atlantic City, NJ, June 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; College Outcomes Assessment; *College Planning; Community Colleges; *Institutional Research; Management Systems; *Program Implementation; *School

courses increased by $5,336,000. A list of single campus site designations and data sources are included. (KP)

ED 370 654 JC 940 360

Actual 1992-93 Cost Allocation Summary. Wisconsin Board of Vocational, Technical, and Adult Education.
PUB DATE- Dec 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Education; Community Colleges; Educational Finance; *Enrollment; *Expenditure per Student; Expenditures; *Full Time Equivalency; Income; Operating Expenses; *School District Spending; State Aid; Tables (Data); Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin

Drawing from data submitted by the Wisconsin Vocational, Technical and Adult Education (VTAE) districts on their 1992-93 actual cost allocation schedules, this report provides information on district and statewide program and unit costs. First, introductory material provides a statewide summary by aid category of the actual unit costs and ratios for headcount enrollments and full-time equivalent (FTE), indicating that the total unduplicated headcount for the district was 452,897 students and that the cost per headcount student was $1,009. FTE figures indicate an enrollment of 61,396 students at a cost of $7,441 per student. Total operational costs for the district are cited at $456,809,200. The bulk of the report contains data tables, focusing on: (1) district operational costs and total budget; (2) district total expenditures and revenues; (3) district staff costs; (4) district materials fees and FTE student enrollments; (5) statewide costs and FTE enrollment by district; (6) statewide costs per FTE by aid category; (7) costs per FTE by district for college parallel, associate degree, vocational programs, vocational/adult programs, and community services; (8) FTE students and cost by district for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education; (9) FTE enrollment and operational cost percentages; (10) cost ratios per FTE student; and (11) FTE student enrollment percentages. (KP)

ED 370 655 JC 940 362

Slark, Julie; Nguyen, Thao
Pathways of Student Persistence and Performance at RSC. Annual Report.
PUB DATE- May 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Asian Americans; *Associate Degrees; Blacks; Community Colleges; *Educational Certificates; Enrollment; *Enrollment Trends; *Ethnic Groups; Grades (Scholastic); Hispanic Americans; Longitudinal Studies; School Holding Power; Student Behavior; *Student Characteristics; Two Year Colleges; Two Year College Students; Withdrawal (Education)
IDENTIFIERS- Rancho Santiago College CA

Presenting data on student persistence at Rancho Santiago College (RSC), in California, through fall 1993, this three-part report aggression; (5) bias and stereotyping; (6) communications; (7) computer technology; (8) coping skills and stress; (9) developmental skills and stages; (10) discipline; (11) early childhood programs; (12) exceptional and special needs children; (13) gifted and talented children; (14) health; (15) independence and responsibility; (16) loss and bereavement; (17) moral and social development; (18) motivation; (19) parent involvement; (20) parenting; (21) play and playgrounds; (22) reading, writing, and literature; (23) safety; (24) self-concept and self-esteem; and (25) television and advertising. The bibliography contains between 1 and 12 items on each topic. Copies of the articles and newsletters are available free of charge by mail from the Alberta Education Response Centre in Edmonton, Alberta. (MDM)

ED 370 673 PS 022 090

Cornali-Engel, Irene; Perret, Jean-Francois
Objectifs de l'ecole enfantine: une consultation et ses resultats (Objectives of Infant Care: An Inquiry and Its Results).
PUB DATE- Jul 93
NOTE- 45p.; A product of the French Swiss Commission to Redefine the Objectives of Preschool Education.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Development; Educational Needs; *Educational Objectives; *Educational Policy; Foreign Countries; National Surveys; *Policy Formation; *Preschool Education; Questionnaires; *Teacher Attitudes
IDENTIFIERS- *Switzerland

Redefining the objectives of preschool education for French-speaking Switzerland is an undertaking involving coordination among the nation's cantons (districts) and requiring the greatest care. The challenge is to formulate aims--and more generally to propose a coherent image--for preschool education beyond the sensibilities and the traditions of individual cantons. The new preschool objectives adopted in 1992 resulted from a multi-phase endeavor, including a pilot study conducted by the department of public instruction and by teacher representatives; a large-scale survey of teachers and experts in the field; and, finally, the study and modification of the initial set of objectives. The first part of this document presents the debates and decisions making up this last step, including survey findings regarding the language and scope of the objectives, gaps to be filled, particular objectives, and the extent to which survey respondents understood the intent of the objectives. The original objectives for preschool education are presented, along with the revised set of objectives as they were adopted by the Commission charged with redefining the preschool education objectives. The second part presents more detailed survey results, organized by canton. The opinions of approximately 800 persons directly concerned with preschool education are represented individually or in groups. The results obtained indicate that the set of objectives had an overall positive reception. In several instances, differences in attitudes about the precise aims corresponded to the expectations and the traditions of particular cantons. (AC)

ED 370 674 PS 022 104

Epstein, Ann S.
Training for Quality: Improving Early Childhood Programs through

services, regardless of their role or the type of service, faces ethical dilemmas in their work. These situations are complex and not easily resolved. The Australian Early Childhood Association (AECA) Code of Ethics can give guidance in grappling with complicated issues faced in early childhood service. It reminds early childhood professionals what is important in working with young children and their families, with colleagues, in the community, and within the profession. It reaffirms the primary commitment to the well-being of children, regardless of the setting or the role played. This booklet contains the text of the AECA Code of Ethics. It includes background information on the code, such as definitions of key words and phrases, and an explanation of the basis for a code of ethics. It also includes a discussion of the following questions concerning the code: (1) Why do we need one?; (2) Who benefits from having a code?; (3) To whom does the code apply?; (4) How was it developed?; (5) How is the code relevant to the average practitioner?; (6) How does a code of ethics differ from a policy statement, regulations, or other legal obligations?; (7) How will it be enforced?; (8) Is it fixed for all time--that is, will it change?; and (9) What can a code achieve? (TJQ)

ED 370 693 PS 022 368

Fasoli, Lyn; Woodrow, Chris
Getting Ethical: A Resource Book for Workshop Leaders. Australian Early Childhood Resource Booklets No. 3.
PUB DATE- Jul 91
NOTE- 19p.; For a related document, see PS 022 367.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; *Codes of Ethics; Day Care; Early Childhood Education; *Ethical Instruction; *Ethics; Foreign Countries; Integrity; Learning Activities; Moral Issues; Moral Values; *Preschool Teachers; Teacher Behavior; Teacher Workshops
IDENTIFIERS- Australia; *Professional Ethics

Intended as a companion to "Our Code of Ethics at Work" (Anne Stonehouse), this booklet has been written as a resource for people conducting workshops or training sessions in early childhood education. The suggestions provided will assist in making the Australian Early Childhood Association Code of Ethics more concrete and help early childhood educators see how the code can be applied to their real working lives. The ideas and activities presented will be a useful resource to wide variety of people who are involved in professional development and are concerned with the provision of quality programs in early childhood, including workshop leaders, tertiary educators, and children's services directors. The booklet outlines or describes: (1) a variety of activities that might be used in workshop sessions, (2) some hints on getting sessions started, (3) some suggestions for ongoing or follow up projects or work, (4) some ideas for session evaluation, (5) an annotated bibliography of useful reading and resources, and (6) a collection of examples of typical ethical dilemmas. These dilemmas are numbered and are referred to throughout the booklet as examples of situations that might be given to illustrate a point or start discussions. The workshop activities are grouped under three headings according to the role they might play in facilitating participant involvement. They are: consciousness-raising, role plays, and debates. (TJQ)

Increasing the Frequency and Appropriateness of Science Activities for Pre-Kindergarten Children by Training Teachers in Hands-On Discovery Learning Strategies.
PUB DATE- 93
NOTE- 77p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Classroom Techniques; College Students; *Discovery Learning; *Educational Attitudes; Higher Education; Parent Education; *Parents; Preschool Education; *Preschool Teachers; *Science Activities; Science Education; Surveys; Teacher Improvement; Workshops
IDENTIFIERS- *Hands on Science; Science Anxiety

This practicum was designed to improve adult skills in facilitating science learning in preschool children by improving teaching staff and parent understanding of active learning and science processes. A series of workshops was presented to pre-kindergarten teachers, family home child care providers, parents, and college students preparing to become early childhood teachers. The workshops consisted of hands-on demonstrations of science activities and learning strategies for preschool children that can be implemented at little cost using readily available household materials. Workshop participants were enthusiastic about the activities and strategies, with post-intervention surveys indicating that they increased the number and frequency of science activities in their classrooms and homes. Seven appendixes provide copies of the survey forms, workshop evaluation forms, journal review checklists, classroom observation checklists, weekly activity plans, workshop plans, and a resource list. Contains 35 references. (MDM)

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ED 370 713 PS 022 440

Course on the Education of the Young Child with Special Needs (September 27 - November 19, 1993). Report.
PUB DATE- Nov 93
NOTE- 45p.; Filmed from best available copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention Deficit Disorders; Cooperative Programs; Course Descriptions; Developmental Stages; *Disabilities; Dyslexia; Early Childhood Education; *Education Courses; Foreign Countries; Intervention; *Learning Disabilities; Mainstreaming; Special Needs Students; *Teacher Educator Education; Workshops; Young Children
IDENTIFIERS- Dyscalculia; Dysgraphia; Israel

This report outlines a course designed to provide teacher educators and supervisors, mostly from developing nations, with information about the education of children with specific learning disabilities (dyslexia, dysgraphia, dyscalculia, and attention deficit disorder) in mainstream settings. The majority of the participants were teacher trainers, administrators, curriculum planners, and teachers in their home countries. The course examined developmental profiles of children with specific disabilities, primary intervention and care, screening tools, and alternative teaching techniques. Course material was presented through lectures, workshops, classroom observations, and field trips, with course participants writing a project proposal on a topic which they intended to implement upon their return home. The report

Programme on Educational Building (PEB) operates within the Organization for Economic Cooperation and Development (OECD) (Paris, France) and consists of members from 17 countries that promote the exchange of ideas, information, and research related to aspects of educational building. Articles summarize presentations made at a seminar examining options for maintaining cost-effective infrastructures in rural areas. Topics include: (1) developing educational cooperatives in the United States to improve the quality and equity of rural education; (2) cost summary and design strategies for school construction in a remote area for Australia's Aborigines; (3) facility plans for an elementary school in rural Turkey; (4) facility plans for a school in rural Sweden; (5) plans for a higher education facility in rural Canada; (6) achieving educational equity in rural areas of Austria; and (7) an analysis of the education infrastructure in rural areas. Also included is information about the activities of the PEB and OECD, publications, upcoming conferences and seminars, management guides for school facilities, and research regarding the relationship between building condition and student achievement. A special section presents a philosophy and general principles of design in educational property management. Contains diagrams and photographs. (LP)

ED 370 732 RC 019 623

DeYoung, Alan J.
Whose KERA Is It Anyway?
PUB DATE- 94
NOTE- 4p.; Photograph will not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Change Agents; Change Strategies; *Educational Change; Educational Finance; Educational Legislation; *Educational Philosophy; Educational Policy; Elementary Secondary Education; *Politics of Education; Rural Education
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; Reform Efforts

This paper addresses misconceptions about the Kentucky Education Reform Act (KERA). Advocates claim that there has never been a statewide school reform of KERA's significance and magnitude. However, Kentucky legislators, both in 1909 and in the mid-1950s, passed governance and finance reforms considered to be as revolutionary as those of KERA. A second claim of KERA advocates is that the myriad of unrelated KERA components are in agreement with the national school reform movement; however, when closely examined, the legislation contains inconsistencies and competing aims. Finally, there is the argument that statewide economic woes are due primarily to poor education; whereas, the reverse is true--Kentucky education has been inadequate due to the lack of industry and leadership to support good schools. Historically, there have been four competing views about school reform and improvement: the humanist view, advocating the teaching of music, poetry, and philosophy; the social efficiency movement, stressing the importance of providing an education that has meaning and social utility; the developmentalist view, stressing consideration of children's mental and psychological development when providing learning experiences; and the social meliorists, who believe that the purpose of education is to improve the social condition of children born into poverty and neglect. KERA draws much of its appeal from the fact that all reformers can recognize their vision of school improvement in institutionalizing politics as the business of balancing interests, with the Constitution as a framework protecting the working of a "commercially competitive civil society." Eventually, the federalist view prevailed, setting the stage for the battles of rural versus urban interests that continue today. Under the current rules of the game, where numbers equate with power and power equates with privilege, rural people can only become more and more disadvantaged. A different world view is now emerging and may be found in the writings of Daniel Kemmis, David Orr, Wendell Berry, and others. Society is simultaneously bumping up against the limits of deteriorating communities and the limits of what the natural environment can sustain. In the new story, the ground rules of politics shift from those of a "commercially competitive civil society" to those based on "ecological sustainability." This shift must begin by redefining the arena of our lives to be the regional ecosystem, and by refocusing public problem solving as the "politics of place." Education, which has been shaped by federalism as surely as has the political system that it serves, must also be "re-formed," and must include experiences that foster a sense of place. Contains 6 references. (SV)

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ED 370 750          RC 019 652

Zadeh, Dianna M.
ESOL: A Challenge for Rural Schools.
PUB DATE- 93
NOTE- 6p.; Paper presented at the Southeast Regional Conference of Teachers of English to Speakers of Other Languages (1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Community Involvement; Cultural Education; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Japanese Americans; *Parent Participation; *Rural Schools; School Business Relationship; *Second Language Programs; Teacher Participation
IDENTIFIERS- *Warren County School District TN

The rural Warren County (Tennessee) School System created an English for Speakers of Other Languages (ESOL) program in 1987 to meet the needs of Japanese and Hispanic students. The program reflects a "total approach" that involves students, parents, teachers, and community members interacting with the ESOL staff to meet student and family needs. During the regular school day, students attend pull-out ESOL classes, and the ESOL staff works with regular classroom teachers to assist students. Services provided outside regular school hours include survival English classes for new arrivals, individual school orientations, after-school tutorials and language development classes, a home intervention program, parent meetings, a 2-week summer program, and acculturation classes. The ESOL program director coordinates speakers and materials for teachers, civic organizations, and community groups. Some parents have gone into the classroom to share aspects of their culture or language. The program has also sponsored Japanese events for schools and the community to increase knowledge and understanding. Japanese industries in the area contribute to efforts of the school and community by sending educators to Japan; supporting and backing a Sister City Program, including a student exchange; and supporting ESOL activities. (KS)

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ED 370 751          RC 019 658

Butler Kahle) discusses the long held image that students have of scientists and ways of changing these images. Chapter five, "Metaphors and Images in Teaching," (Kenneth Tobin) explains how metaphors and images are associated with salient teaching roles and belief sets. Chapter six, "Gender Equality in Science Classrooms," (Svein Sjoberg) provides examples to help describe the attitudes toward science and career choices of girls. Chapter seven, "Target Students," (Kenneth Tobin) discusses a five-year on-going research project that focuses on the manner in which students interact with teachers and with one another. Chapter eight, "Assessing the Climate of Science Laboratory Classes," (Barry Fraser, Geoffrey Giddings, and Campbell McRobbie) focuses on a questionnaire designed especially for assessing the climate of science laboratory classes. Chapter nine, "Writing in Mathematics Classes," (L. Dianne Miller) describes the benefits of writing in mathematics classes. Chapter ten, "Technology Education in Science and Mathematics," (Jan Harding and Leonnie Rennie) explores the concept of technology and the nature of technology education. Chapter eleven, "Teacher-Student Relationships in Science and Mathematics Classes," (Theo Wubbels) describes research based on studies that used the Questionnaire on Teacher Interaction to gather students' and teachers' perceptions of interpersonal teacher behavior. Chapter twelve, "Secondary Science and Mathematics Enrollment Trends," (John Malone, John deLaeter, and John Dekkers); reports on the magnitude of science and mathematics enrollment changes in Australia. (ZWH)

ED 370 768 SE 054 144

Steele, Diana F.
What Mathematics Students Can Teach Us about Educational Engagement: Lessons from the Middle School.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 7; Interviews; Junior High Schools; Lecture Method; *Mathematics Instruction; Middle Schools; Observation; Qualitative Research; *Student Attitudes; *Student Behavior; *Student Motivation; Teacher Student Relationship; *Time on Task
IDENTIFIERS- *Middle School Students; *Student Engagement; Student Preferences

Many students are not actively engaged in learning in mathematics classrooms. The purpose of this study was to develop understandings about student engagement with the mathematics curriculum and its influence on student engagement. The research was conducted in two seventh-grade classes taught by the same teacher, who used direct instruction. The social interactions of the students (n=53) and their teacher within the mathematics class were observed, and interviews with the students were conducted. When problem solving, working in groups, and working with manipulatives, students expressed positive attitudes about mathematics, were more likely to be engaged, and showed internal motivation to do well. When performing drill and practice, memorization and rote learning tasks, and computation out of context, students were most often bored with learning, complied minimally with teacher direction, and felt low levels of engagement. Included in the section on implications for teaching is the recommendation that teachers

PUB DATE- 91
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Education; Elementary Secondary Education; Environmental Education; Hazardous Materials; High Schools; *Learning Activities; Poisons; Safety Education; Solid Wastes; *Waste Disposal
IDENTIFIERS- Environmental Problems; Health Hazards; Household Products

The two books, the leader's manual and the members' manual address one environmental problem people come into contact with on a daily basis: potentially hazardous household products. The purpose of the books is to educate community groups about hazardous materials. The member's manual shares information about hazardous items and provides facts to let the user decide what to do about them. In the two manuals, information and activities are presented in five sections about: (1) what hazardous household products are and where they are found in the home; (2) health risks hazardous products pose to people; (3) the issue concerning disposing of hazardous materials; (4) non-hazardous alternatives; and (5) activities to evaluate the members' expertise about hazardous materials. The leader's manual has a reduced version of each page from the members' manual. In the margin are tips and information bullets to assist the leader in implementing the activities. The members' manual presents 32 learning activities. (MDH)

ED 370 793 SE 054 478

Sciences--Secondaire Deuxieme Cycle: Guide d'enseignement (Teaching Guide for the Second Cycle of Secondary School Science).
PUB DATE- 94
NOTE- 446p.
LANGUAGE- French
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Concept Formation; Controversial Issues (Course Content); Foreign Countries; Integrated Curriculum; Mathematics; Questioning Techniques; Research Methodology; Science Activities; *Science and Society; Science Curriculum; *Science Instruction; Secondary Education; *Secondary School Science; Teacher Role; Teaching Methods
IDENTIFIERS- *Alberta

This teachers guide is the French translation of the second cycle for the secondary science curriculum. The document is presented in six sections. The first section provides a historic overview of the secondary school science program that emphasizes the Science, Technology, and Society approach. The second section discusses what the science class for the twenty-first century will look like. The third section presents 17 teaching strategies for various aspects of the science classroom. Each strategy is contributed by a separate author. Topics covered in the strategies include teaching students to think; teaching for conceptual change; the teacher as facilitator; questioning techniques; cooperative learning; communication skills; classroom research; use of science journals in the classroom; the Science, Society, and Technology context; teaching using overcome some of the barriers that exist between the conduct of educational research and classroom practice. This paper describes this partnership which serves as one of the components of an on-going inservice model named TRIAD. Some other features of this model which are discussed include: (1) the classroom teacher as researcher; (2) the role of the administrator as active supporter; (3) the activity is conducted on-site, rather than as a campus-based institute or workshop; (5) and the model contains many of the components of an effective inservice as identified in the literature by researchers. Contains 15 references. (ZWH)

ED 370 815 SO 022 381

Bettendorf, Joline; And Others
Literature of War and Peace. Section I: "...What They Are Running From and To, and Why."
PUB DATE- 87
NOTE- 51p.; The five volumes of this curriculum unit are SO 022 381, SO 022 384, and SO 022 393-395.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Conflict; *Cross Cultural Studies; *Cultural Education; Cultural Influences; English Curriculum; High Schools; Language Arts; *Literary Criticism; *Literature; *Peace; Two Year Colleges; Units of Study; *War

This 4-5 day curriculum unit is designed for use in English and language arts classrooms, grades 7-12 and junior college. While it is the first section in a series of five on the literature of war and peace, it can be used with or without the other four sections. Each section of the series focuses on a different genre of the literature of war and peace, and the literature in each section has common sub-themes. In this section, students analyze symbols, a political cartoon, and two modern fables. The terms and process of literary analysis as well as the theme of war and peace are introduced in this section. The handouts and activities contained in the lessons provide an opportunity for students to develop writing skills and to understand better various literary styles and techniques. Six appendices are as follows: (1) Introduction to the literature of war and peace series; (2) Related activities; (3) Connections to textbooks; (4) Connections to California's Model Curriculum Standards; (5) Bibliography; and (6) Educational philosophy. (DB)

ED 370 816 SO 022 384

Bettendorf, Joline; And Others
Literature of War and Peace. Section II: Survival and Afterward.
PUB DATE- 87
NOTE- 82p.; The five volumes of this curriculum unit are SO 022 381, SO 022 384, and SO 022 393-395.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Conflict; *Cross Cultural Studies; *Cultural Education; Cultural Influences; English Curriculum; High Schools; Language Arts; *Literary Criticism; *Literature; Oral History; *Peace; Two Year Colleges; Units of Study; *War

This 13 day curriculum unit is designed for use in English and language arts classrooms, grades 7-12 and junior college. While

SPONS. AGENCY- Alliance for Arts Education/New Jersey, Trenton.; New Jersey State Council on the Arts, Trenton.; New Jersey State Dept. of Education, Trenton.
PUB DATE- 93
NOTE- 18p.; For related documents, see SO 023 266-267.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Arts Centers; *Creative Writing; *Dance; Educational Attitudes; Educational Facilities; Educational Research; Elementary Secondary Education; *Music; *Public Schools; Surveys; *Theater Arts
IDENTIFIERS- *New Jersey

This document presents the results of a survey of all ongoing arts programs within the New Jersey educational system and other available resource programs. The survey was distributed to arts organizations throughout New Jersey. The survey was designed to measure the content and scope of arts education services provided by non-profit arts organizations. Respondents included 155 grant recipients of the state arts council and 62 organizations served by county arts councils and cultural and heritage commissions. The questionnaire used in the survey covered organizational information, goals and objectives, program planning, educational programs and services, educational outreach, staffing, evaluation and program assessment, marketing and public relations, and financial information. Respondents also were asked to describe technical assistance needs that would be relevant to their organization. The Literacy in the Arts Task Force set out to study the five major disciplines: (1) visual arts; (2) dance; (3) theater; (4) music; and (5) creative writing. In this survey, the visual arts included crafts, drawing and painting, print making, sculpture, photography, puppetmaking, and video and film. Dance included ballet, modern, ethnic, jazz, folk, and nonwestern. Music included band, chamber music, orchestra, choral, solo, new music, ethnic or folk, jazz, ethnic popular, and nonwestern. Information gathered describes target populations, school participation, staff training, selection of artists, and funding. Of the 136 organizations, 65 percent were involved in visual arts activities and 45 percent presented activities in dance. Of the 61 organizations involved in dance, 64 percent were involved dance activities focusing on nonwestern culture to some degree. Half of the organizations surveyed provided services in theater arts. (DK)

ED 370 835 SO 023 266

Garcia, Eduardo
A Survey of Schools. Literacy in the Arts, An Imperative for New Jersey Schools.
SPONS. AGENCY- Alliance for Arts Education/New Jersey, Trenton.; New Jersey State Council on the Arts, Trenton.; New Jersey State Dept. of Education, Trenton.
PUB DATE- Oct 89
NOTE- 25p.; For related documents, see SO 023 265-267.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Art Education; Creative Writing; *Curriculum Development; Dance; Educational Attitudes; *Educational Objectives; Educational Research; Elementary Secondary Education; Music; *Public Schools; Surveys; *Teacher Attitudes; *Teaching Methods; Theater Arts
IDENTIFIERS- *New Jersey

linguistic, speech act, discourse, sociocultural, context, and global knowledge. Strategies for bypassing inappropriate inferences focus on metacognitive skills of monitoring, evaluating, and reformulating inferences and interpretations. Once a conflict or potential conflict is identified, the individual most commonly addresses it by a variety of strategies, including: substituting another inference; questioning the earliest of multiple interpretations; shifting focus; case analysis; distorting information to fit the default interpretation; seeking more information; or dismissing inconsistencies. It is proposed that in order to develop intercultural competence in students, teachers must use approaches, techniques, and activities to develop awareness of individual affective "filters," awareness of different possible interpretations, critical evaluation skills, recognition of inconsistency, and effective strategies to deal with inconsistencies and contradictions. Some of these approaches, techniques, and activities are described. (MSE)

ED 370 376 FL 022 129

Russikoff, Karen A.
Hidden Expectations: Faculty Perceptions of SLA and ESL Writing Competence.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Faculty; College Instruction; Comparative Analysis; *English (Second Language); Essays; Evaluation Criteria; *Grading; Graduation Requirements; Higher Education; Holistic Approach; *Interrater Reliability; Limited English Speaking; Native Speakers; State Universities; *Teacher Attitudes; Testing; *Testing Problems; *Writing Evaluation
IDENTIFIERS- California

Problems inherent in the holistic scoring of essay examinations written by limited-English-speakers are examined, particularly in the context of one California state college in which English writing skills, holistically assessed, are required for graduation. These problems include lack of interrater reliability, raters' perceptions of their role, a reductive approach to scoring, imprecise criteria for scoring, confusion between inaccurate and non-standard structures, and clear prejudice based on the fact that the examinee was a student of English as a Second Language (ESL). A 1993 study of 392 faculty investigated teacher expectations of student writing in upper- and lower-division courses, including criteria for judging ESL student writing and beliefs about ESL student work in academic classes. Most respondents felt non-native speakers of English should meet the same criteria for English writing skills as native speakers, and declared that they graded ESL writers as they would native speakers. Implications are drawn in these areas: faculty awareness of different perceptions of writing proficiency; assessing student opportunities for learning; classroom teaching techniques; faculty cooperation on behalf of individual students; and both fairness and rigor in testing. Contains 25 references. (MSE)

ED 370 377 FL 022 130

DESCRIPTORS- Classroom Techniques; *Japanese; *Korean; Languages for Special Purposes; *Non Roman Scripts; Reading Instruction; *Second Language Instruction; *Slides; *Teaching Methods; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *High Speed Projection Technique

High Speed Projection (HiSP) is a classroom technique that employs a standard carousel slide projector to induce conditioned oral responses by students to unfamiliar symbols. HiSP enables active teaching of Japanese, Korean, and other non-Roman languages, drastically reducing the time and effort students must devote to learning the pronunciation of new symbols. Because HiSP accelerates a student's recognition of writing symbols, it reduces both the time and effort required to learn to read. Students can learn to read before they learn to write symbols by hand, and over a 3-year course of study can learn most of the symbols commonly used in either Japanese or Korean. Initial instruction consists of introducing students to groups of seven symbols at a time, adding new groups as students become proficient in recognition and pronunciation. Students will soon be able to recognize and pronounce symbols exposed for only a fraction of a second. Once this stage is reached, vocabulary and grammar instruction are incorporated into the lessons, followed by translation. Specific techniques related to teaching Japanese and Korean script are also presented. (MDM)

ED 370 396 FL 022 157

Dolinskaya, Lubov
Plunging into a Foreign Language Without a Dictionary.
PUB DATE- 93
NOTE- 13p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English; Higher Education; Learning Activities; Programmed Instructional Materials; Russian; *Second Language Instruction; *Second Language Learning; *Teaching Methods; Vocabulary; *Word Lists
IDENTIFIERS- *Cognates

This paper discusses an approach to foreign language teaching and learning that is being used to teach Russian to students at Bradley University in Peoria, Illinois, and English to students at Moscow State University in Russia. The approach relies on an alphabetical list of nearly 4,000 cognates and semi-cognates recognizable in both languages, along with sub-lists that group words according to themes. The lists serve as both textbook and dictionary, and with accompanying activities can be used independently or as a component of a formal course of instruction. The use of cognates allows students to assimilate the target language alphabet fairly quickly. From the very first session students are introduced to large numbers of words in the target language that they are able to pronounce and remember. Examples of sub-lists and activities are presented. (MDM)

ED 370 397 FL 022 159

PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Articulation (Speech); Descriptive Linguistics; Intonation; *Mandarin Chinese; Morphology (Languages); *Structural Analysis (Linguistics); *Syllables
IDENTIFIERS- Word Formation; *Word Structure

This paper argues that Mandarin Chinese has a fixed syllabic represented by the template CGVX, with one slot in the onset and three slots in the rimeprime (as projection of the rime). It claims that the pre-nucleus glide is obligatory, is an independent constituent, and is adjoined to the rime constituent. Extensive evidence for this template is drawn from an analysis of derived mid vowels, distributional constraints on syllable structure, reduplication in language games, and rhyming in contemporary poetry and folksong. It remains to be shown whether all Chinese dialects share this same template. Contains 21 references. (MDM)

ED 370 416 FL 022 194

Kawamura, Michihiko
Vendler Classes and Reinterpretation.
PUB DATE- 94
NOTE- 37p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Classification; English; *Grammar; Language Research; *Linguistic Theory; *Phonemes; Phonemics; Schemata (Cognition); *Semantics; Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- *Vendler (Zeno)

This paper discusses the theoretical status of Vendler classes in grammar and utterance interpretation. In the 1950s Zeno Vendler outlined a taxonomy of verb classification which grouped verbs into four equal categories: (1) activity terms; (2) accomplishment terms; (3) achievement terms; and (4) state terms. Although Vendler's taxonomy still has a significant influence on linguistic research, many refinements of his scheme classify verbs or atomic sentences into more than four categories. This paper presents an alternative theory which aims to clarify the nature of aspectual information encoded in the lexicon of English, based on the assumption that aspect is a purely temporal phenomenon. It advances a theory that makes a clear distinction between semantic objects and their names on one hand, and between semantic meaning and pragmatic meaning on the other. It argues that Vendler's taxonomy is linguistically significant as classification of situations denoted by linguistic expressions, but not of expressions themselves. It concludes that the apparent complexity and subtleties of the aspectual phenomena found between verbs and sentences/utterances are the epiphenomena created by the interaction between grammar (aspectual semantics) and cognition (utterance interpretation). Contains 59 references. (MDM)

ED 370 417 FL 022 195

Lee, Yae-sheik
Negative Polarity Items and the Semantics of the Particles "-to" and "-na" in Korean.
PUB DATE- 94
NOTE- 36p.; For the serial issue in which this paper appears, see

Programs; Gifted; *Information Dissemination; Instructional Effectiveness; Limited English Speaking; *Literacy Education; *Native Language Instruction; Program Descriptions; Program Effectiveness; Program Implementation; Second Language Instruction; Self Esteem; Spanish Speaking; Talent
IDENTIFIERS- *Academic Excellence Program

The Department of Education's Academic Excellence Program, which focused on implementation and dissemination of information on effective bilingual education programs, is reported and evaluated. The project's goal was to understand the processes and activities that support successful marketing, adoption, implementation, and sustainment of practices that result in effective education for limited-English-proficient (LEP) elementary and secondary students. An introductory chapter gives an overview of federal involvement in bilingual education in general and the Academic Excellence Program in particular, and describes the study and report. The second chapter describes the nine original programs and the nomination and review processes. The programs have diverse designs, characteristics, and objectives, including target populations (Alaskan and Native American, LEP, limited-Spanish-proficient, gifted/talented, parents, non- English-proficient, English-fluent), grade levels, goals (English language arts, computer-assisted instruction, computer literacy, achieving creative and academic potential, parent participation, native language development, literacy, self-esteem), subject areas, methodologies, and geographic locations. The third chapter details the selection of sites and process of implementation. Chapter 4 discusses the importance of the Academic Excellence Program and dissemination of program information. A concluding chapter assesses the design of the overall program as a federal strategy for educational improvement. Contains 27 references. (MSE)

ED 370 441 FL 022 404

Materiales. Quinto Centenario. Numbers 1-16. (Materials. Fifth Centenary).
PUB DATE- 92
NOTE- 612p.; For number 9, cataloged separately, see ED 356 639.
LANGUAGE- Spanish
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Content Area Reading; Culture Contact; Higher Education; Hispanic Americans; Illustrations; *Instructional Materials; Language Styles; *Learning Activities; Maps; Olympic Games; Secondary Education; *Second Language Instruction; Second Language Learning; Social Studies; *Spanish; *Spanish Culture
IDENTIFIERS- Expo 92; *Spanish (Castilian); United States

This serial provides materials pertaining to the celebration of the fifth centenary of the discovery of America by Christopher Columbus. The first 16 issues assembled here present learning activities for intermediate and advanced students of Spanish. Each issue is organized around a separate theme: (1) "Cultural Contact"; (2) "Expeditions"; (3) "The Age of Discoveries"; (4) "The Hispanic Presence in the United States"; (5) "Expo '92"; (6) "The Olympics"; (7) is "Spanish in the United States"; and (8) is "Spanish in the World." The individual magazines contain activity units, each one beginning with information on the student level for which it is intended, the objectives of the activity, the skills targeted, and information on how to carry disability, partial disability, preexisting conditions, duration of benefits, annual benefit increase, conversion privilege, survivor income benefit, and annuity premium benefits. A section on asking insurers unanswered questions about plan provisions mentions several questions to consider and outlines key areas to explore in a proposal review. Further sections review the process whereby costs are determined between the insurer's actuarial department and other parts of the process, discuss cost comparisons and questions, and raise important issues of financial stability. (JB)

ED 370 460 HE 027 165

Heim, Peggy
Survey of TIAA-CREF Annuitant Households--Accumulated Net Worth and Current Savings Patterns.
PUB DATE- Nov 92
NOTE- 14p.; Funded by the Sloan Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *Family Financial Resources; Financial Needs; Fringe Benefits; Higher Education; Income; *Money Management; Retirement Benefits; Surveys; *Teacher Retirement
IDENTIFIERS- Retirement Planning; *Savings

A study was done of the savings patterns and financial resources of households receiving teacher's retirement insurance benefits. For the survey a mail questionnaire was sent in fall 1988 to a statistically drawn sample of Teachers Insurance and Annuity Association-College Retirement Equities Fund annuitants. Over 900 questionnaires were completed and returned (65 percent response rate). Among the findings were: (1) over one third of respondents reported a net worth of $300,000 or more and about one third $100,000 to 299,999; (2) 31 percent of women reported net worth under $100,000, versus 18 percent of men; (3) liquid assets were the most frequently owned asset type followed by home ownership; (4) over 90 percent of homes were mortgage free; (5) 27 percent had received "substantial" wealth transfers through inheritance; (6) 10 percent reported receiving substantial gifts from relatives averaging $51,000 and 30 percent reported providing substantial gifts to children, partners, or other relatives on average of $37,000; (7) 63 percent of respondents had saved money in the past 5 years; (8) key motivation for saving was concern for nursing home and health related costs; (9) 39 percent followed a "life-cycle" savings approach by saving before retirement and using up savings during retirement but 45 percent more closely fit the intergenerational transfer pattern and continued to save as much in retirement as before. (JB)

ED 370 461 HE 027 166

King, Francis P.
Survey of Group Health-Care Plans for Retired Employees of Colleges, Universities, and Independent Schools.
PUB DATE- Mar 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *Employees; Faculty College Relationship; Health Care Costs; *Health Insurance; Health

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Behavior Problems; College Admission; Colleges; College Students; Compliance (Legal); Court Litigation; *Due Process; *Higher Education; *Legal Problems; *Legal Responsibility; Personnel Policy; Policy Formation; Privacy; School Policy; Sexual Harassment; Student Evaluation; Universities

This booklet discusses due process for institutions of higher education and how principles of due process should shape the design of institutional procedures for resolution of conflicts affecting students, faculty, academic programs, and research. The booklet defines and explains various area of conflict, the role of due process, and key legal decisions that have established accepted practice or have recently changed traditional practice. Section I is an introduction. Section II defines and explains due process as an important legal concept which should be incorporated into institutional procedures for situations that may not ever be brought to court. Section III discusses the evaluation of student academic performance. Section IV covers student misconduct related and unrelated to academic performance. Section V covers difficult or troubled students. Section VI looks at admissions fraud. Section VII handles firing or discipline of faculty or other employees. Section VIII covers three special issues: scientific misconduct, sexual harassment, hate speech, and student record privacy. Section IX discusses liability for institutions and administration or staff. Section X is a conclusion and Section XI offers a checklist for minimizing academic legal problems. Contains 54 references. (JB)

ED 370 479          HE 027 439

Ludwig, Meredith J.; Stapleton, Laura M.
The Transfer Point. A Study Report.
SPONS. AGENCY- American Council on Education, Washington, DC. National Center for Academic Achievement and Transfer.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Students; *Community Colleges; *Credits; Higher Education; Minority Groups; *Public Colleges; Racial Differences; Sex Differences; *Student Characteristics; *Transfer Students; Two Year Colleges

This study investigated the level of accumulation of community college credits up to the point at which students transfer into public, four-year institutions. A sample survey was done of public, four-year institutions, asking them to report the credit accumulations of its incoming transfer students. A group of 50 institutions were selected to participate. A successful pilot test using 13 of these institutions tested the study instruments and study feasibility. The full study invited all 50 institutions to participate with 30 institutions agreeing. The institutions provided data on credits earned, credits accepted, and degrees earned overall, and by race/ethnicity and gender. These institutions reported on more than 15,000 students. Findings revealed the following: (1) the number of credits earned and the number of credits accepted are related to student race/ethnicity; (2) male and female students transfer from community colleges after they have earned an average of 62-63 credits; (3) black, non-Hispanic students are

(150), Reports - Research/Technical (143)
DESCRIPTORS- *Class Organization; Courses; English Literature; Higher Education; Instructional Effectiveness; *Learning Experience; Marketing; *School Schedules; Semester System; *Student Attitudes; Summer Programs; Summer Schools; *Teacher Attitudes; *Time Factors (Learning)
IDENTIFIERS- *Intensive Courses

This study compared students' learning experiences in a set of courses in British literature and a set of courses in marketing, in which each set included a course taught in an intensive format and a semester-long format with the same instructor and content. Data collection included participant observation, videotaped class sessions, questionnaires completed by students, document analysis, and interviews with students and instructors. Students and faculty felt that intensive classes engendered a continuous learning experience which allowed students to connect and synthesize ideas better. Students reported they were able to concentrate exclusively on a small number of classes and could plan their schedules better. Other findings suggested that longer class sessions fostered more in-depth discussions, that intensive classes required more mental investment and commitment, that students' academic performance improved, that instructors' expectations were relaxed, and that classroom relationships were closer. Results suggest that if students perceive that most or all of the high-quality attributes are present, intensive courses are more powerful learning experiences. Factors that may alter the relationship between high-quality attributes and powerful intensive courses include teaching skill, degree of intensiveness, students' other responsibilities, students' age and intellectual development, time of year, subject matter, and relative classroom experience. (JDD)

ED 370 499 HE 027 459

Montoya, Alicia; Shultz, Eileen
The Kutztown University-Allentown School District Academic Alliance: A Partnership That Works.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; *College School Cooperation; Cooperative Programs; *Educational Opportunities; Elementary Secondary Education; Higher Education; *High Risk Students; *Partnerships in Education; Program Development; Program Effectiveness; Summer Programs; Workshops
IDENTIFIERS- *Allentown School District PA; *Kutztown University PA

The Kutztown University-Allentown School District Academic Alliance in Pennsylvania, with the support of the corporate sector, provides higher education opportunities to academically at-risk middle school and high school students. Alliance activities include workshops on study skills and self-esteem, workshops for parents on career awareness and financial aid, and a summer residence program on campus. The university and the school district have a shared commitment to all aspects of the program, including planning, implementation, evaluation, and monetary support. This shared commitment requires the collaboration of school district teachers, counselors, and administrators with university professors, administrators, and graduate students. Results of the Alliance include increased

Hierarchical Loglinear Analysis To Assess the Effects of Michigan's Project Awareness on Middle School Students.
PUB DATE- 10 Jul 93
NOTE- 23p.; Paper presented at the Annual Conference of the National Association of Student Financial Aid Administrators (San Diego, CA, July 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Aspiration; College Attendance; College Bound Students; Data Analysis; *Early Intervention; Evaluation Methods; Higher Education; Information Dissemination; Intermediate Grades; Junior High Schools; Junior High School Students; *Knowledge Level; Measurement Objectives; Measurement Techniques; Middle Schools; *Parent Education; Paying for College; Pilot Projects; Program Evaluation; State Programs; *Student Attitudes; *Student Financial Aid
IDENTIFIERS- *Middle School Students; *Project Awareness MI

This paper reviews and critiques empirical evidence concerning knowledge gaps and misconceptions among secondary school students, parents/guardians, and educators about postsecondary education and student financial assistance opportunities and prerequisites, in particular, how Michigan's middle school based Project Awareness may affect student aspiration. Project Awareness consists of five interventions for transmitting messages to students and to their parents through curriculum guides, TV videos, a database on financial aid resources, career clubs, and newsletters. With a focus on Project Awareness, the paper addresses early awareness as a research and policy issue, describes measurement and evaluation approaches and techniques for the study of early awareness, and shares some preliminary data analysis based on pilot evaluation results. The first section of the paper looks at early awareness as a policy issue and discusses the theoretical and empirical bases for the Project, related policy perspectives, anticipated research challenges and opportunities, and the information dissemination strategies planned for pilot-testing. The second section offers evaluation and preliminary analysis and reviews the approaches and techniques for project evaluation, sampling, instrument development, the variables under consideration, and analyzes preliminary data from pilot evaluation activities. (Contains 23 references.) (JB)

ED 370 519 HE 027 480

Paszczyk, Sandra L.
A Comparative Analysis of ACT Scores and Final GPAs of Chicago State University Undergraduate Students.
PUB DATE- Apr 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Correlation; *Grade Point Average; Higher Education; *Prediction; Predictive Measurement; Standardized Tests; *Undergraduate Students
IDENTIFIERS- *ACT Assessment; Chicago State University IL

This study examined whether American College Testing (ACT) scores are a reliable predictor of college success using data on Chicago State University (CSU) graduates. The study used data on all undergraduates who had successfully completed a degree program and graduated in one of nine successive terms between Fall 1990 and Fall 1993 and also had an ACT record. In total, the students who displayed good effort succeeded by displaying keyboard mastery and application. Poor effort on the part of the students who did not meet the stated objectives mainly contributed to their low scores. (Contains 20 references.) (Author/MES)

ED 370 538 IR 016 683

Distance Education Technology Study. Final Report: Executive Summary presented to: Wisconsin Educational Communications Board.
SPONS. AGENCY- Wisconsin Educational Communications Board, Madison.
PUB DATE- 1 Jul 93
NOTE- 530p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Networks; Costs; Databases; *Distance Education; *Educational Technology; Elementary Secondary Education; Futures (of Society); Glossaries; *Information Networks; Information Technology; Models; Needs Assessment; Postsecondary Education; Standards; State Programs; *Telecommunications
IDENTIFIERS- *Wisconsin

This document consists of the final report and executive summary of a distance education technology study conducted on behalf of the Wisconsin Educational Communications Board (WECB) during 1992-93 in order to provide information to assist the educational institutions of the state in formulating strategic directions for the development of distance education technologies. The main components of the study are: (1) a comprehensive statewide distance education needs analysis; (2) analysis of currently available and future technologies; (3) development of technical alternatives for meeting the identified needs; (4) analysis of and recommendations for the current WECB television and FM interconnect; (5) recommendations for ongoing development of a statewide distance education system; and (6) development of modeling tools and information databases which can be used after the conclusion of the study. Appendices include documentation on: the Wisconsin Overlay Distance Education Network (WODIE), Instructional Television Fixed Service (ITFS) allocations, Wisconsin distance education projects, distance education technology resources, interconnection of the broadcast network and Department of Transportation/Digital Signal Processing microwave system, state tower locations, Wisconsin correctional facilities, library districts, Vocational, Technical and Adult Education locations, 2-year and 4-year University of Wisconsin campus locations, Cooperative Educational Service Agency district offices, network connection diagrams, the migration plan, network decision trees, financial model examples, the study database, and standards. A glossary is also appended. (MES)

ED 370 539 IR 016 688

Newby, Gregory B.
Information Technology as the Paradigm High-Speed Management Support Tool: The Uses of Computer Mediated Communication, Virtual Realism, and Telepresence.
PUB DATE- 30 Oct 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-

Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Simulation; Computer Software; *Information Transfer; Models; Nonverbal Learning; Systems Approach; *Visual Learning; *Visual Literacy; Visual Stimuli
IDENTIFIERS- Examples; *Mental Models

This paper examines how visual information strategies may be used to facilitate the development of mental models. Topics covered include: definition of mental models; mental models and visual information; mental modeling concepts; power of modeling, including examples related to physical science, mathematics, writing, and depth of processing; information transformation; and a discussion of Visionnaire, a systems modeling software program. (Contains 16 references.) (JLB)

ED 370 558 IR 055 011

Haag, Brenda Bannan; Snetsigner, Wendy
Aesthetics and Screen Design: An Integration of Principles.
PUB DATE- 93
NOTE- 8p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; Communication (Thought Transfer); *Computer Assisted Instruction; Computer Software Development; Courseware; Graphic Arts; *Instructional Design; *Screens (Displays); Visual Learning; *Visual Literacy; Visual Perception
IDENTIFIERS- *Screen Format; Visual Thinking

Screen design, as an inherent part of the interface within computer-based instructional programs, is a critical component to the communication potential of the medium. This paper establishes aesthetics as an essential and necessary component of screen design and of instructional design. Current screen design guidelines tend to overlook the aesthetic. Effective screen design attempts to promote communication for the learner and program design that pays attention to the aesthetic of the screen design may prove to facilitate learning by intensifying this communication. In order to incorporate the aesthetic design of computer screens into the research process, the ideas of aesthetics need to be explored in the instructional design field and common definitions identified. The commercial arts field offers guidance to instructional design professionals in defining graphic arts principles which embody aesthetic quality. (Contains 13 references.) (JLB)

ED 370 559 IR 055 012

Pett, Dennis
White Letters on Colored Backgrounds: Legibility and Preference.
PUB DATE- 93
NOTE- 6p.; In: Visual Literacy in the Digital Age: Selected

PUB DATE- 93
NOTE- 11p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Affective Objectives; Cartoons; College Students; *Computer Assisted Instruction; Health Education; Higher Education; *Humor; Learning; Literary Devices; Retention (Psychology); *Student Motivation; Teaching Methods; *Visual Aids

It was hypothesized that a visual strategy that incorporates a humorous theme and cartoons with humorous comments relevant to the content helps motivate students to focus on and retain computer-based instructional material. An experiment to assess this hypothesis was undertaken with 43 college students who received a humorous presentation on identifying the tick that carries Lyme disease. Their results on a test on tick anatomy were compared with those of 32 students who had received a conventional lesson. Results indicate no significant difference between treatment strategies in terms of learning and retention. The humor group did indicate more concern about ticks and tick-borne disease, which suggests that they might be more likely to take precautions or might have experienced a different form of learning. Although no differences in learning and retention were seen, the group receiving the humorous treatment appeared to experience more affective impact. Suggestions are given for incorporating humor into computer-based presentations. (Contains 29 references.) (SLD)

ED 370 581 IR 055 034

Hanson, LuEtt
Affective Response to Learning via "Visual Metaphor."
PUB DATE- 93
NOTE- 11p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Affective Objectives; Audio Equipment; College Students; Documentaries; *Educational Television; Health Care Costs; Higher Education; *Imagery; Likert Scales; *Metaphors; Nonverbal Communication; Student Attitudes; *Verbal Communication; Video Equipment; *Visual Learning

A television program employing a visual metaphor should be an effective instructional tool. Concrete imagery should make the metaphor more memorable and the topic more comprehensible. Splitting the metaphor between audio and video channels should make a strongly unified message, because the audience would have to compare the verbal and visual messages to understand the metaphor. Two versions of an informational television program were created for this study. The documentaries have identical off-camera narration about health care costs and reform in the audio. The traditional-visuals version uses images typical of education or news programs, but the visual-

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; *Coding; Consumer Protection; Females; Film Production; *Films; Food; Friendship; *Imagery; *Nonverbal Communication; Symbolic Language; *Symbolism; Visual Arts; Visual Literacy
IDENTIFIERS- Fried Green Tomatoes; Visual Representation

An examination of key symbols and structures of the recent film, "Fried Green Tomatoes," reveals the nature of the process of coding representations of the real world and its effects. The movie depicts two parallel stories of female friendship. Changes and development of the characters are primarily portrayed through changes in their appearance. The clearest message of the application of change is in the change in the appearance of the character Evelyn to a more tasteful and controlled "look." Other visual symbolism is provided by food, which at times represents love and social worth. Understanding such symbolic messages is vitally important for today's consumers of information. In daily interaction with mass media, however, the encoding and decoding of the world is overlooked because the visual images look real. Examining the film gives insight into coding and decoding. (Contains 4 references.) (SLD)

ED 370 601 IR 055 054

Walker, Alice D., Comp.
Examining Visual Literacy, 1983-1989: A Seven-Year IVLA Bibliography and International Visual Literacy Association, Inc. Readings Bibliography--1990-1993.
PUB DATE- 93
NOTE- 52p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Bibliographies; *Critical Viewing; *Curriculum Development; Educational Technology; Elementary Secondary Education; Higher Education; Nonverbal Communication; *Semiotics; Technological Advancement; Visual Arts; Visual Learning; *Visual Literacy; Visual Perception
IDENTIFIERS- *International Visual Literacy Association

Two bibliographies of publications from the International Visual Literacy Association (IVLA) are presented. The first covers the period from 1983 through 1989 and lists 261 publications from the IVLA at Virginia Polytechnic Institute and State University. The second covers from 1990 through 1993 and lists 201 publications. The comprehensive bibliographies list publications on a variety of subjects connected with visual literacy, such as art education, the integration of visual literacy into the curriculum, and technological advances with an impact on visual literacy. (SLD)

ED 370 602 IR 055 055

Beauchamp, Darrel G.; And Others
Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993).

ED 370 620 JC 940 317

Klein, Charlie; And Others
Analysis of Faculty Equivalency Policies.
PUB DATE- Dec 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; Degrees (Academic); Educational Policy; *Employment Qualifications; *Evaluation Criteria; Intellectual Disciplines; Multicampus Districts; *School Policy; State Standards; State Surveys; Teacher Education; *Teacher Qualifications; Teacher Selection; Two Year Colleges
IDENTIFIERS- *California; *Minimum Faculty Qualifications

Employment of community college faculty who do not meet California statewide minimum qualifications, but whose qualifications are locally determined to be "equivalent" is authorized by Assembly Bill 1725. The process and criteria to determine equivalency must be agreed upon by the local academic senate and governing board. As of October 1, 1992, 65 districts had adopted equivalency policies. Extreme variation exists as to the length, completeness, and type of these policies. With respect to the process of determining equivalency, 35% of the policies indicate that all equivalency determinations are made by a special committee; 29% indicate that screening committees make determinations which are then reviewed by a special committee; and 23% indicate screening committees make determinations without review. Equivalency determinations are made by 31% of the colleges before initial application screening, while 23% indicate that initial screening occurs first, and equivalency is only determined for candidates chosen for interview. The mean number of members on an equivalency committee is five. Fewer than two-thirds of the policies mention documentation. Among multicampus districts, 48% have policies ensuring districtwide applicability of determinations. As recommended by a 1989 position paper by the statewide Academic Senate, equivalency to a degree requires equivalency to both general education and major coursework, and equivalent experience requires skills mastery and knowledge of the working environment. The Senate also provided a list of "evidence" of equivalency, which appears, often with changes, in more than half of the policies. Twelve policies describe different determination processes for part-time faculty. Sample policies are included. (ECC)

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ED 370 621 JC 940 318

Sheehan, Maria, Comp.; And Others
Minimum Qualifications for Faculty and Administrators in California Community Colleges. Second Edition.
PUB DATE- Jan 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrator Qualifications; *College Faculty; Community Colleges; Degrees (Academic); *Educational Legislation; *Employment Qualifications; Intellectual Disciplines; *State Legislation; State Standards; *Teacher Qualifications; Two Year Colleges

Effectiveness; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

In 1991, Howard Community College (HCC), in Maryland, implemented an institutional effectiveness plan that attempted to apply lessons from the previous 10 years of college planning. This paper focuses on the problems and issues encountered during implementation of the plan and is designed to provide general recommendations for others establishing effectiveness plans. Following a brief description of the HCC effectiveness plan, the following recommendations are presented: (1) maintain as much consistency as possible, to help overcome skepticism and resistance to change; (2) when changes must occur, make them as incremental as possible to keep the discomfort level to a minimum; (3) provide adequate opportunities for introduction to and reinforcement of the system; (4) avoid poor response rates to mail surveys by administering student surveys during classes; (5) breathe new life into recurring surveys with redesign and exploration of in-depth issues; (6) market internal surveys to other colleges to create a comparative data base; (7) design a method for the board of trustees to maintain the system without becoming too involved in the details and encourage the board to focus on their macro or policy-level role, as opposed to the micro-management necessary in the development phase; and (8) design a hierarchical system to permit numerous indicators for each goal, avoiding the confusion of too many indicators. The paper concludes that the success of any institutional effectiveness system depends upon continued maintenance and responses to changing situations. (KP)

ED 370 638 JC 940 339

Anthony, Pat; Ratliffe, Sharon A.
California Community College Staff Development Coordinators and Program Survey, 1993.
PUB DATE- Jan 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; *Administrator Role; Administrators; Advisory Committees; *Community Colleges; Comparative Analysis; *Faculty Development; Longitudinal Studies; Professional Development; *Staff Development; State Norms; State Surveys; Two Year Colleges
IDENTIFIERS- California Community Colleges

In August 1993, a survey was conducted of staff development coordinators (SDC's) at California community colleges to gather data on their positions and characteristics. An analysis was made of the usable surveys returned by 54 colleges and, where appropriate, results were compared with findings from 1990, 1991, and 1992 surveys of SDC's. Study findings included the following: (1) between 1990 and 1993, SDC's responsibilities have increased significantly, reassigned time has increased slightly, while clerical support has decreased; (2) 18% of the respondents were in their first year of the SDC position; (3) 51% reported that their assignment was indefinite, up from 41% in 1992, 47% in 1991, and 48% in 1990, while 12% indicated that their assignment was for 1 year only; (4) faculty members constituted over 64% of the respondents, continuing the trend of increasing numbers of faculty SDC's over the 4-year period; (5) approximately 25% of the respondents reported having no clerical support, up 4% from 1992; (6) SDC responsibilities for presents longitudinal semester-to-semester persistence rates for 1983-1993; course completion rates, including grade and withdrawal distributions for every course and department for fall 1993; and data on associate degrees and certificates awarded through the 1992-93 academic year. Highlighted findings include the following: (1) for new students in fall 1993, 56% persisted to a second semester, an all-time high for RSC; (2) for the initial group studied at RSC in 1983, 23% were still enrolled four semesters later, 18% were still enrolled five semesters later, and 5% were still active twelve semesters later; (3) students who enrolled in fall 1993 and reported their goal as transfer with an Associate degree showed a persistence rate of 66% one semester later, while students enrolled for personal interests had a 29% return rate; (4) for fall 1993, 66% of all course enrollments resulted in successful completion; (5) fall 1993 completion rates were 59% for Hispanics, 72% for Asians, 60% for African-Americans, and 68%5 for Whites; (6) in 1992-93, 971 degrees were awarded, the largest number ever; (7) the time taken to earn a degree decreased dramatically over the past three years, with 84% of the 1992-93 graduates attending RSC four semesters or less; and (8) 21% of the 1992-93 graduates were Asian and 17% were Hispanic, both representing an increase over the past 5 years. (KP)

ED 370 656 JC 940 363

Lower-Division Offerings in the Oklahoma City Metropolitan Area: Studies and Recommendations.
PUB DATE- 94
NOTE- 397p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Community Colleges; Comparative Analysis; Cooperative Programs; Coordination; Delivery Systems; Educational Cooperation; *Enrollment; *Metropolitan Areas; Program Costs; *Program Improvement; *Transfer Programs; *Two Year Colleges
IDENTIFIERS- *Oklahoma (Oklahoma City)

This report provides information on associate degree and certificate offerings at four two-year institutions in the Oklahoma and Tulsa City metropolitan areas and articulation between baccalaureate degree programs at the University of Central Oklahoma and four metropolitan area two-year institutions. Part I classifies Oklahoma City area lower-division programs in terms of student demand, compares market saturation for the Oklahoma City and Tulsa areas, and makes 21 recommendations for program improvement. Appendixes to this section provide tables of comparative data for the Oklahoma City and Tulsa metropolitan areas covering course offerings; full-time equivalent students; section size; total, direct, faculty, and unit costs; and section frequency. Part II describes a study of cooperative efforts among the five Oklahoma City metropolitan area public colleges and universities, highlighting findings related to the articulation and transfer of courses and programs, collaboration regarding programs, existing collaborative support activities, benefits to students from cooperative efforts, market saturation, and the cost of delivery of services. Appendixes to part II include information on general education courses; sample articulation agreements; headcount enrollment for fall 1988 to fall 1991 for programs by discipline area and institution; academic calendar

Systematic Inservice Training. Monographs of the High/Scope Educational Research Foundation, Number Nine.
PUB DATE- 93
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Child Development; Early Childhood Education; Educational Attainment; *Inservice Teacher Education; Outcomes of Education; Predictor Variables; *Preschool Teachers; *Program Effectiveness; Program Evaluation; Program Improvement; Teacher Educator Education; *Teacher Educators; *Teacher Improvement; Teacher Qualifications
IDENTIFIERS- *High Scope Model; *Quality Indicators

The Training of Trainers (ToT) Evaluation investigated the efficacy of the High/Scope model for improving the quality of early childhood programs on a national scale. To address this question, the High/Scope Foundation undertook a multimethod evaluation that collected anecdotal records from the consultants and 793 participants in 40 ToT projects, surveyed a random sample of 203 endorsed trainers around the country, interviewed and observed highly qualified teachers in 244 High/Scope and 122 non-High/Scope settings, and assessed 97 children in High/Scope and 103 in comparison programs. In addition to the particular question about High/Scope's effectiveness in doing training, the study also addressed broader questions about the role of inservice training in improving early childhood program quality and enhancing young children's development. Some of the results of the study include the following: (1) High/Scope training is effective, and evidence indicated that inservice training contributes significantly to program quality and children's development; (2) although both High/Scope and comparison settings offered high-quality programs, there were significant differences. High/Scope programs were better than comparison programs at organizing the environment, encouraging independent thought and action, and using adult-child interaction to promote reasoning and language skills; (3) teachers' formal education, inservice training, and experience were all significant predictors of program quality. Contains 56 references. (TJQ)

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ED 370 675 PS 022 147

Langford-Thomas, Beverly
Parent and Community Involvement: Observations of the Reggio Emilia Schools.
PUB DATE- Sep 92
NOTE- 4p.; Paper presented at the Annual Conference of the National Black Child Development Institute (22nd, Washington, DC, September 17-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Foreign Countries; Government Role; Models; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; *Preschool Education; *School Community Relationship; Teaching Methods
IDENTIFIERS- *Italy (Reggio Emilia)

This paper discusses the founding of the Reggio Emilia preschool system in Reggio, Italy, in 1945 and its development through the 1950s to the present. Since the schools themselves were actually founded and constructed by parents in the aftermath of

ED 370 694 PS 022 369

Sumsion, Jennifer
Playing with Print. Australian Early Childhood Resource Booklets No. 4.
PUB DATE- Sep 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developmental Stages; Early Childhood Education; Educational Environment; Foreign Countries; *Learning Activities; *Literacy; Play; *Preschool Children; Writing Skills
IDENTIFIERS- *Emergent Literacy; *Print Awareness

This booklet discusses literacy development in preschool children, the implications of literacy programs for such children, and the stages of children's writing development. The booklet notes that by age 2, children are aware that printed words play a major role in everyday life, and as they learn to talk, they are developing the skills necessary to learn to read and write. To encourage literacy development, the booklet recommends a learning environment that provides preschoolers with security and support, real-life literacy experiences, and access to and interaction with printed materials. It suggests that young children can be exposed to print through labels, signs, charts, and lists in the classroom; the integration of literacy into dramatic play; drawing and writing activities; storytelling and reading experiences; and planned group literacy experiences. Samples of the stages of writing development are provided, including scribbling, distinguishing pictures from print, writing approximation, print practice, and alphabetic writing. (MDM)

ED 370 695 PS 022 370

Cullen, Joy
Rethinking Table Activities. Australian Early Childhood Resource Booklets No. 5.
PUB DATE- Dec 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; Creative Activities; Dramatic Play; Early Childhood Education; Foreign Countries; *Learning Activities; Learning Centers (Classroom); Learning Strategies; *Play; *Preschool Children; *Preschool Curriculum; *Student Centered Curriculum
IDENTIFIERS- Australia

This booklet discusses the use of structured table activities in preschool programs in Australia and alternatives to these activities, such as free play. The booklet notes that structured table activities tend to be teacher-directed, passive, non-creative, and focus on goals set by the teacher. They often do not address the learning requirements of young children, who need to feel competent and independent, pursue their own interests, represent their own experiences, focus on discusses the planning and preparation of the course, course content and procedures, social and cultural activities provided for the participants, and accommodations provided to the participants. Three appendixes provide a list of course participants, a copy of the course program, and evaluation comments of the participants. (MDM)

ED 370 714 PS 022 448

Wylie, Cathy
What Research on Early Childhood Education/Care Outcomes Can, and Can't Tell Policymakers.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cross Cultural Studies; *Day Care; Day Care Centers; *Day Care Effects; Educational Quality; *Educational Research; Family Day Care; Financial Support; Foreign Countries; Government Role; *Outcomes of Education; *Preschool Education; Public Policy
IDENTIFIERS- *New Zealand; United States

This overview of the research on the educational outcomes of early childhood education and care focuses on issues and research of particular relevance to New Zealand. It explores the effects of early childhood education duration, type, and quality on the outcomes for children, comparing studies done in the United States and elsewhere to the situation in New Zealand. Overall, the report found substantial evidence that quality early childhood programs had a very positive effect on young children, especially those from disadvantaged backgrounds. Programs of poor quality, however, had neutral or even negative effects on the children involved. Positive outcomes extended beyond individual children and their families to society as a whole. The report found no substantial differences in the effectiveness of center-based or home-based care, or in for-profit and not-for-profit programs, provided they were of reasonable quality. New Zealand's bulk funding (per capita aid to centers) and systematic regulation of early childhood education and care was seen to be more effective than the haphazard funding and fragmented administration and regulation of early childhood education and care in the United States. Contains 142 references. (MDM)

ED 370 715 PS 022 455

Hofferth, Sandra L.; And Others
Access to Early Childhood Programs for Children at Risk. National Household Education Survey.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Comparative Analysis; Day Care Centers; Disadvantaged Youth; Early Childhood Education; *Educationally Disadvantaged; Enrollment Influences; *Equal Education; Ethnicity; *High Risk Students; Kindergarten; Low Income Groups; Nursery Schools; Predictor Variables; *Preschool Children; Racial Factors; Risk

the Act. However, supporters of KERA who believe that all involved have an equal stake in the Act probably underestimate complexities and competing interests. The author's primary interest in KERA is in its emphasis on site-based councils, extended school services, family and youth service centers, and enhancement and retention of small schools that serve multiple needs of rural communities. (LP)

ED 370 733 RC 019 624

Purdy, Deirdre
Rural Schools and Modern Visions.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beliefs; Consolidated Schools; *Culture Conflict; Educational Attitudes; Elementary Secondary Education; Life Style; *Modernization; Role of Education; Rural Areas; *Rural Schools; *School Closing; School Size; Small Schools; Values
IDENTIFIERS- *Appalachian Culture; West Virginia; *World Views

In 1991 West Virginia's governor announced a 10-year statewide plan that would close 245 schools, primarily in poor, small, and rural communities, and replace them with larger, more "efficient," more urban facilities. The controversy surrounding West Virginia school closings stems from the clash of two sets of beliefs and values. The people in power--legislators, bureaucrats, and school administrators--have visions of the future and of educational progress based on positive views of modernity and urbanization, while their conception of the rural present is based on stereotypes. These beliefs have the ultimate effect of eliminating small schools and the sparsely populated places they serve and sustain. Traditional Appalachian culture is generally stereotyped as passive, fatalistic, and too satisfied with the present. In contrast to these and other, more denigrating, media stereotypes, the rural Appalachian lifestyle encompasses such traditional American values as thrift, productive labor, community, family values, and self-reliance, and also allows time for just living, a quality of experience often lost in more efficient "modern" lifestyles. Educators believe that they should raise students' level of expectations from the present-oriented rural way of thinking and prepare students to leave home in search of a future somewhere else. A more innovative approach to rural education, emphasizing self-study and local analysis, would surely produce some students who would stay and develop an economically viable rural home in the 21st century. Such an approach, pursued in small schools and rural communities, could fulfill the brave promises of educators and politicians and allow rural people to control their destiny. (SV)

ED 370 734 RC 019 625

Howley, Craig; Stern, Joyce
A New Age for Research in Rural Education?
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Classification; *Databases; *Educational Research;

Summers, Gene F., Comp.; And Others
Rural Poverty: A Teaching Guide and Sourcebook.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 93
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Curriculum; *Course Descriptions; Courses; Higher Education; *Minority Groups; *Poverty; Poverty Programs; Public Policy; Resource Materials; Rural Areas; Rural Economics; *Rural Population; *Rural Sociology

During an extensive search for college curricula focused on rural poverty, the Rural Sociological Society's Task Force on Persistent Rural Poverty identified only a dozen such courses being taught in the United States today. This guidebook provides professors and instructors with a conveniently organized set of sample syllabi and instructional resources for introducing students to rural poverty in America. Parts I and II contain complete syllabi of four courses devoted entirely to rural poverty and of three courses that incorporate rural poverty as a major element. "The Economics of Poverty: Human Resources and Public Policy" (Refugio I. Rochin) emphasizes economic dimensions of rural poverty and public policy "remedies." In "Rural Minorities and Poverty in the U.S." (Gene F. Summers), students concentrate on rural counties characterized by persistent poverty and minority group population, and use theories of poverty to construct a public policy program. "New Challenges of Poverty in Appalachia" (Sally Ward Maggard) is a summer honors course taught by correspondence to students with first-hand experience of poverty. "Rural Minority Groups and Poverty" (Bruce Williams) is a summer course focusing on poverty among African Americans in the Mississippi Delta. "Social Psychology of the Disadvantaged" (Andre D. Hammonds) emphasizes theories of poverty causation and attitudes toward poverty of the poor and nonpoor. "Poverty in the United States: Social and Demographic Dimensions" (Leif Jensen) is a graduate course with an experiential element. "Social Problems" (Allison B. Lee) focuses on social stratification and consequent inequalities, and features student research and "reaction journals." Part III lists over 500 teaching resources, including textbooks; statistical resources; organizations concerned with rural poverty; films and videos (with annotations); bibliographies, journal articles, and book chapters (with topic index); and anthologies, books, and monographs. (SV)

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ED 370 752 RC 019 659

Trails, Tails & Tidepools in Pails. Over 100 Fun and Easy Nature Activities for Families and Teachers To Share with Babies and Young Children.
PUB DATE- 92
NOTE- 112p.; Illustrated by Marlena Day.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; *Environmental Education; Learning Activities; Observational Learning; *Outdoor Activities; Outdoor Education; *Parents as Teachers; Pretend

move away from lecturing and move toward activities that motivate their students. The appendix lists 20 student interview questions. Contains 36 references. (MKR)

ED 370 769 SE 054 204

Careers in Engineering.
PUB DATE- Aug 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Careers; *Employment Opportunities; *Engineering Education; *Engineers; *Environmental Education; Science Careers; Science Education
IDENTIFIERS- *Environmental Protection Agency

This booklet briefly describes occupational opportunities in engineering in the Environmental Protection Agency (EPA). Section headings are: "Preserving Our Future Today"; "Introduction to EPA..."; "Setting Standards"; "Enforcement and Monitoring"; "Trends for the Future"; "Job Requirements"; "A Day in the Life of..."; "Geographic Locations"; "Environmental References"; "Opportunities in Engineering"; "Job Titles and Duties"; "How to Apply for Engineering Positions"; and "EPA Human Resources Offices." (MKR)

ED 370 770 SE 054 207

Secada, Walter G.; Byrd, Lisa
School-Level Reform and the Teaching/Learning of Mathematics.
SPONS. AGENCY- Wisconsin Center for Education Research, Madison.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Educational Change; Educational Cooperation; Elementary Secondary Education; Equal Education; *Holistic Approach; *Mathematics Education; Student Experience; Surveys; Teaching Methods; *Transitional Schools
IDENTIFIERS- *Constructs; *Reform Efforts

Analysis of reform efforts must include the school as a whole unit, since teachers and policy makers alike face challenges when they try to implement change in the larger context of the school. Four key constructs provide a framework for study of school-level reform: collective action, student experiences in mathematics, equity, and ideal practice. Initial tabulation of data from a survey of 200 schools that were nominated as sites where substantive reform in mathematics education has been achieved showed that 85.9% of teachers indicated strong support for their school's efforts to reform and 88.9% agreed or strongly agreed that the goals and priorities for their school's mathematics courses were clear. More than 31% did not think that mathematics teachers in their school made conscious efforts to coordinate classes or assessment practices. Additional information on the 5-year study can be obtained from the National Center for Research in Mathematical Sciences Education. (MKR)

ED 370 771 SE 054 279

Reforms in Science Education, K-12.
PUB DATE- 93
NOTE- 134p.

controversial issues; the thematic approach; integrating the environment and agriculture into the curriculum; technology and the media; awareness of traditional science and the local environment; non-sexist curriculum; and solid waste disposal in Canada. The fourth section discusses the planning and preparation for a student centered curriculum. The fifth section presents authentic assessment techniques for the curriculum. The sixth section contains supplementary resources for four learning modules involving energy; a list of seven additional resources; and four appendices listing resources in English, publishing houses, science journals, and scientific organizations. (MDH)

ED 370 794          SE 054 501

Born, Sigrid, Ed.
Protecting the Environment for the Sake of Our Common Future. Special Report 4.
PUB DATE- Dec 93
NOTE- 31p.; Translation: Gerard Finan.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Pollution; Conservation (Environment); *Ecology; Economic Factors; Environmental Education; Foreign Countries; Global Warming; Greenhouse Effect
IDENTIFIERS- Air Quality; Environmental Protection; *Germany; Pollutants

In June 1992, representatives of more than 170 countries met in Rio de Janeiro, at the United Nations Conference on Environment and Development, to consider international cooperation aimed at preserving the sources of human life. This report presents Germany's involvement in that cooperative effort. The report is presented in six sections: (1) an introduction to the problem; (2) the German government's environmental policy aims and principles; (3) a survey of the successful responses to environmental problems involving air quality, protecting the climate and atmosphere, protecting surface and ground water, protecting the soil, waste disposal, reducing the risks of chemical pollution, and nature conservation; (4) the legacy of the former German Democratic Republic; (5) the effects of environmental protection efforts on the economy; and (6) an exhortation for increased international cooperation in combating environmental pollution. (MDH)

ED 370 795          SE 054 502

Smith, P. Sean; Ford, Brent A.
Meteorology: Project Earth Science.
SPONS. AGENCY- BP America, Cleveland, OH.
PUB DATE- 94
NOTE- 227p.; A project of Horizon Research, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Elementary School Science; Elementary Secondary Education; *Meteorology; *Science Activities; *Science Instruction; Science Programs; Secondary School Science; *Weather

This document on meteorology is one of a four-volume series of Project Earth Science that includes exemplary hands-on science and reading materials for use in the classroom. This book is it is the second section in a series of five on the literature of war and peace, it can be used with or without the other four sections. Each section of the series focuses on a different genre of the literature of war and peace, and the literature in each section has common sub-themes. In this section, students analyze oral history and prophetic literature; one common subject featured in both works analyzed is the topic of survival. By comparing issues of war and peace in different cultures as revealed by literature, students consider the relationship between ancient and modern literature. The handouts and activities contained in the lessons provide an opportunity for students to develop writing skills and to understand better various literary styles and techniques. Six appendices are as follows: (1) Introduction to the literature of war and peace series; (2) Related activities; (3) Connections to textbooks; (4) Connections to California's Model Curriculum Standards; (5) Bibliography; and (6) Educational philosophy. (DB)

ED 370 817 SO 022 393

Bettendorf, Joline; And Others
Literature of War and Peace. Section III: Why War?
PUB DATE- 88
NOTE- 128p.; The five volumes of this curriculum unit are SO 022 381, SO 022 384, and SO 022 393-395.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Conflict; Cross Cultural Studies; Cultural Education; Cultural Influences; English Curriculum; High Schools; Language Arts; *Literary Criticism; *Literature; *Peace; *Poetry; Two Year Colleges; Units of Study; *War

This 13-day curriculum unit is designed for use in English and language arts classrooms, grades 7-12 and junior college. While it is the third section in a series of five on the literature of war and peace, it can be used with or without the other four sections. Each section of the series focuses on a different genre of the literature of war and peace, and the literature in each section has common sub-themes. In this section, students analyze poetry to determine how perceptions of war change in response to poetry to determine how perceptions of war change in response to changed experience in a community. The poems also are used to examine how war affects and changes the values of individuals. By researching how wars were fought during the time periods in which the poems were written and by connecting the historical descriptions with the writers' experiences, students understand the impetus behind the writing of poems. The handouts and activities contained in the lessons provide an opportunity for students to develop writing skills and to understand better various literary styles and techniques. Seven appendices are as follows: (1) Introduction to the literature of war and peace series; (2) Optional assignments; (3) Related activities; (4) Connections to literature and textbooks; (5) Connections to California's English/Language Arts Frameworks and Model Curriculum Standards; (6) Bibliography and reading list; and (7) Educational philosophy. (DB)

ED 370 818 SO 022 394

Bettendorf, Joline; And Others
Literature of War and Peace. Section IV: A Man's Bound to Fight

This document presents the results of a survey of New Jersey schools districts examining the state of arts education in New Jersey schools. Data from the department of education's annual series of fall reports of vital educational statistics also was reviewed. The information from the survey was combined with the data in the fall report to provide a picture of arts education in New Jersey in the 1987-88 school year. The survey form was sent to all superintendents of schools in the 592 operating school districts and to over 900 non-public schools. Respondents were requested to form a team to address the questions asked in the survey. These teams included the superintendent of schools, supervisor of curriculum, district arts coordinator or supervisor, a school business official, and a teacher from each of the five art forms (visual arts, dance, theater, music, and creative writing). Teams responded as a group to questions about values, preferences, and priorities in arts education in their districts. Results of the survey were divided into the areas of philosophy and goals, curriculum, staffing, instructional methods, arts resources, arts schools and special arts programs, facilities and equipment, evaluation, and funding. The section on curriculum included information on currency of materials, non-western cultures, graduation credits, full or partial year programs, arts enrollments, and course offerings in arts education. Survey findings report that only nine districts or two percent required more than one-year credit in the arts for graduation from high school. The number of students per instructor was higher in the arts than for other courses. (DK)

ED 370 836 SO 023 267

Garcia, Eduardo
An Imperative for New Jersey Schools. Literacy in the Arts. A Report by the Literacy in the Arts Task Force.
SPONS. AGENCY- Alliance for Arts Education/New Jersey, Trenton.; New Jersey State Dept. of Education, Trenton.
PUB DATE- Oct 89
NOTE- 56p.; For related documents, see SO 023 265-266.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Community Resources; Creative Writing; *Curriculum Development; *Dance; Elementary Secondary Education; Interdisciplinary Approach; Multicultural Education; *Music; *Public Schools; *Theater Arts
IDENTIFIERS- *New Jersey

This document is the report of a task force established to survey all arts education programs in New Jersey, develop a model curriculum with sequential instruction for grades kindergarten through grade 12, evaluate the effects of the arts experience on students, review and make recommendations to improve certification requirements for arts education teachers, and explore partnerships and financial resources for the support of arts education in the state. The task force defined the arts as visual arts, dance, theater, music, and creative writing. Eight essential mandates were endorsed: (1) every school district should declare literacy in the arts a key educational objective for every student; (2) each school district should develop a comprehensive program in the arts that includes all five art forms; (3) all literacy in the arts programs should be multicultural; (4) every arts literacy program in New Jersey schools should introduce students to the full range of the arts experience, both as senders and receivers; (5) art should be

Adger, Carolyn
Enhancing the Delivery of Services to Black Special Education Students from Non-Standard English Backgrounds. Final Report.
PUB DATE- May 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Dialects; *Classroom Communication; Communication Skills; Delivery Systems; *Disabilities; Disability Identification; Elementary Education; Ethnography; Evaluation Criteria; Inservice Teacher Education; Instructional Materials; *Language Role; *Local Norms; Public Schools; Regional Dialects; Skill Development; *Standard Spoken Usage; Student Evaluation
IDENTIFIERS- Baltimore City Public Schools MD

In response to the problem of high rates of referral of black students to special education and related services due to their use of non-standard English (African American Vernacular English, AAVE), a project was undertaken to assess and address the issue in Baltimore (Maryland) public schools' special education services. An ethnographic study of classroom interaction indicated that students used standard and non-standard English in patterned ways, suggesting that a more important issue is the infrequent opportunities for extended academic talk, the linguistic register of success at school and beyond. Resulting efforts include the following: research with speech/language pathologists that has developed a regionally-normed profile of AAVE for more accurate student assessment; training of teachers in interactive instructional strategies to enhance academic talk; and development of teacher training materials and curricular materials for students designed to recontextualize language and dialect varieties as cultural resources rather than social problems. (MSE)

Iandoli, Louis J.
Italian for Business and Communication: Research Methodology and Creation of a Syllabus.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Classroom Techniques; Course Descriptions; Higher Education; Instructional Materials; *Italian; *Language Research; *Second Language Instruction
IDENTIFIERS- Italy

This paper discusses the development and content of a third-year Italian course entitled "Italian for Business and Communication," taught at Bentley College in Waltham, Massachusetts. Since there are few texts that focus on business Italian, the instructor conducted on-site research at three Italian companies in Milan. Observations and interviews were conducted at a cleaning supplies wholesale distributorship and two banks. Relevant materials, such as forms, advertisements, and other written communication were collected and formed the basis of handouts for students in the course. Through a combination of lectures, readings, and handouts, students analyze how companies function on a day-to-day basis. Individual modules focus on simulated business meetings, banking services, advertising, business correspondence, curriculum vita, and interviewing techniques. (MDM)

FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Affixes; Grammar; *Korean; Linguistic Theory; Phonemics; *Semantics; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Particles (Grammar); Word Structure

This paper argues that the Korean particles "-to" and "-na" can be analyzed as having one core meaning with their own accompanying meanings due to illocutionary forces or to people's world-knowledge on orderings among the elements of alternative sets. It also maintains that both the incompatibility of "amwu" ('any') plus "-to" and the concurrence of "amwu" plus "-na" with upward entailing property predicates are due to informativity and some other pragmatic felicity conditions. The quantificational forces of polarity items are then examined. Finally, since negative polarity items are accompanied by strong stress, arguably related to focus, it is possible to show how focus participates in the compositional derivations and contributes to the entire meaning of the sentence in which it occurs. Contains 28 references. (MDM)

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ED 370 418 FL 022 196

Villalba, Xavier
Clitics, Case Checking, and Causative Constructions.
PUB DATE- 94
NOTE- 24p.; For the serial issue in which this paper appears, see FL 022 191.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Case (Grammar); Form Classes (Languages); *Grammar; *Language Patterns; Linguistic Theory; *Pronouns; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Catalan; *Clitics

This paper examines the distribution of third person pronominal clitics in Catalan causative constructions (CC), suggesting that an analysis of CC and cliticization crucially involving head-movement (verb incorporation and determiner incorporation) can explain the phenomena. Such an analysis can also explain the optionality of clitic climbing and the relation between cliticization and case. Contains 31 references. (MDM) out the activity. (KM)

ED 370 442 FL 800 584

Templin-Imel, Garnet; Hagen, Stacey, Ed.
Washington State Core Competencies Model Curriculum: English as a Second Language, Level 1A/1B, Version 1.0.
PUB DATE- 90
NOTE- 454p.; For levels 2 and 3, see ED 352 860-861.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; Class Activities; Classroom Techniques; Competency Based Education; Curriculum Design; *English (Second Language); Evaluation Criteria; Evaluation Methods; *Literacy Education; Second Language Instruction; *State Standards; Statewide Planning; *Student Evaluation
IDENTIFIERS- *Washington

Washington State's model curriculum for competency-based adult education in English as a Second Language prescribes educational and performance objectives for two levels of instruction and offers suggestions for instructional activities and student assessment. The curriculum is based on core competencies in five areas: listening/observing; speaking; reading; writing; and computation. An introductory section answers common questions about the use of the curriculum in the classroom. Subsequently, separate sections outline the competencies for each of the five areas, at each of the two instructional levels. Each of these sections contains more than one core competency. For each competency, an overview is given and a detailed outline of each related performance objective is presented, including appropriate individual and group activities, related structures, vocabulary, resources or materials, and criteria for evaluation of student performance. Appended materials include additional games and bibliographies of student materials, visual aids, teacher resources, and computer software. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Services; Higher Education; Program Descriptions; Retirement Benefits; School Policy; Surveys; *Teacher Retirement; Trend Analysis
IDENTIFIERS- *Group Insurance

This paper reports on a study of higher education health-care coverage for retirees including trends in coverage since 1987, major current provisions of institutions' coverage, and program cost controls. A total of 1,6701 institutions responded to a retiree heath-care survey. Among the findings were: (1) 61 percent of colleges and universities and 21 percent of independent schools now provide continued participation of retirees in their group health insurance plan; (2) 93 percent of colleges and universities and 76 percent of independent schools cover spouses but not dependents (public colleges more likely than private to offer spouse coverage); (3) most plans incorporate specific eligibility requirements, usually a specific years-of-service requirement or a requirement that combines age and service; (4) trends show more detailed eligibility requirements now compared to 1987; (5) for retirees under 65, about 25 percent of those from 4-year institutions currently pay the full cost of retiree coverage; (6) 42 percent of 4-year institutions offer one type of plan while 33 percent offer two plans and 22 percent offer three plans; (7) dental care and vision care are usually offered separately from the principal health-care plan or may not be offered at all; (8) nearly all plans cover prescription drugs; and (9) the incidence of cost containment features has increased substantially over the past 5 years. (JB)

more likely to transfer with fewer credits than other student groups; (4) females at non-doctoral institutions are more likely than males to earn a degree; and (5) black, non-Hispanic and Hispanic students represented larger proportions of the non-doctoral institution transfer cohort than they do of the doctoral institution transfer cohort. An appendix lists participating institutions, the study instruments, and supplemental tables. (JB)

ED 370 480          HE 027 440

LaBare, Martha J.
Faculty Development for Inclusive Curriculum: Principles and Processes.
PUB DATE- 17 Oct 93
NOTE- 12p.; Paper presented at the College Teaching and Learning Exchange National Conference (San Jose, CA, October 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Cultural Pluralism; *Curriculum Design; Diversity (Institutional); *Faculty Development; Higher Education; Interdisciplinary Approach; *Multicultural Education; Program Descriptions; *Self Evaluation (Groups)
IDENTIFIERS- *Bloomfield College NJ; Diversity (Student); *Inclusive Educational Programs

Bloomfield College (New Jersey) has encouraged faculty development in inclusive curricula through a faculty development program that guaranteed academic freedom, was begun with faculty members' own reflective practice, and was interdisciplinary and community-wide. This program was a central facet of a larger, institution-wide diversity effort. Each semester for five consecutive semesters a new group of about eight faculty volunteers shared their year-long program. Each group worked in a semester-long interdisciplinary seminar and concurrently began a year of individual study in their own disciplines. Seminars and individual study were guided by a preceptor-in-residence. Faculty also focused on curriculum revision in a week-long summer workshop. Follow-up peer evaluation offered confidential feedback. Faculty found inclusive material and methods intellectual, sound, and renewing. Over half the full-time faculty, plus 20 adjunct faculty and administrators who teach restudied their disciplines for the content and perspectives of race, ethnicity, class, and gender and revised their courses. Revisions affected all levels, disciplines, and many student services. In an institutional self-study students reported being very aware of the changes. Current efforts are aimed at institutionalizing and continuing the work begun in the faculty development project. (JB) opportunities for students and parents, increased support for the school district, and faculty satisfaction derived from direct involvement with students. The Alliance is considered to contain four elements of successful college-school partnerships: timeliness, mutuality, trust, and results. School-university partnerships are seen as a critical step in meeting the challenges and demands of education in the 21st century. (JDD)

ED 370 500 HE 027 460

Van Dusen, Frederick
The Effects of Cardiovascular Conditioning on Stress Levels of Law Enforcement Cadets: Politics, Law and Economics of Higher Education.
PUB DATE- Mar 94
NOTE- 64p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cardiovascular System; Institutes (Training Programs); Law Enforcement; *Outcomes of Treatment; *Physical Fitness; *Police; *Police Education; Postsecondary Education; *Program Implementation; Stress Management
IDENTIFIERS- Criminal Justice Training Institute FL

The entry level cardiovascular condition test scores of 45 cadets at the Criminal Justice Training Institute (Florida) were compared with test scores after the cadets participated in a 15-week conditioning program. The test consisted of running, push-ups and sit-ups, and bench and leg presses. The conditioning program was designed to increase cardiovascular endurance and reduce stress, and ultimately, increase the fitness and longevity of the cadets. Results verified that there was a significant difference between pretest and posttest cardiovascular condition test scores. Cadets demonstrated that they were more aware of their conditioning level and of the importance of cardiovascular conditioning and physical fitness as a stress reduction method. The report recommends that the program become a permanent program at the Criminal Justice Training Institute and be introduced to law enforcement agencies in Palm Beach County, Florida. Appendices contain an assessment sheet and fitness profile, test scores, and statistical data. (Contains 17 references.) (JDD)

1,752 students graduated from CSU during this period. Of these the 428 who had an ACT score on their records comprised the study population. ACT and grade point averages (GPA) were obtained from the CSU computerized database. The Pearson-Product-Moment Correlation was employed by determining the correlation between the sample's ACT scores and GPAs. Interestingly, students who graduated in Fall 1992 had the highest average ACT score but the lowest final grade point average. Results indicated a correlation between the ACT and the final GPA of students: the 16-20 and 21-25 ACT ranges were significant predictors of GPA at the .05 level of significance and as the ACT score increased, so did the final GPA. (Contains 13 references.) (JB)

November 1, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Electronic Mail; Futures (of Society); *Information Networks; *Information Technology; *Management Information Systems; *Organizational Communication; Technological Advancement
IDENTIFIERS- Organizational Technology; Telepresence; Transnational Corporations; *Virtual Reality

Information technologies such as computer mediated communication (CMC), virtual reality, and telepresence can provide the communication flow required by high-speed management techniques that high-technology industries have adopted in response to changes in the climate of competition. Intra-corporate CMC might be used for a variety of purposes directed at supporting and generating products. Intercorporate CMC has to do with the exchange of information among individuals of workgroups at different corporations. Extra-corporate CMC is used to interact with and scan the larger environment. Management applications for virtual reality (VR) have largely not yet emerged. However, there are advances in production, design, training, and testing which have resulted from VR technology. The human side of VR software requires considerable work before real-world applications become prevalent in the business community. The implications of telepresence for high-speed management are far-reaching; telepresence can provide the capability for people in geographically distant areas to interact in real time. The two main problems with telepresence technology are the time lag and presentation of self at the remote site. Information technology has the potential to modify corporate structure and affect corporate values, and so should be of interest to scholars and managers interested in the role of emerging technologies. (Contains 34 references.) (MES)

Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; Slides; Visual Learning; *Visual Literacy; *Visual Perception; *Visual Stimuli

This paper reviews two studies of color preference and the relationships between color and legibility. The Gustin study in 1991 dealt with the legibility of and preference for projected slides with colored backgrounds and white text. The order of background color preference was cyan, blue, green, yellow, magenta, and red. The follow-up study by Cuttill in 1991 focused on the same variables viewed on a cathode ray tube. The order of background color preference was blue, cyan, magenta, red, green, and yellow. Based on the overall results of these studies, letter size and adequate contrast between lettering and background are the two most important criteria for producing materials with white lettering on colored backgrounds. (Contains 6 references.) (JLB)

ED 370 560 IR 055 013

Pailliotet, Ann Watts
Understanding Visual Information through Deep Viewing.
PUB DATE- 93
NOTE- 12p.; In: Visual Literacy in the Digital Age: Selected Readings from the Annual Conference of the International Visual Literacy Association (25th, Rochester, New York, October 13-17, 1993); see IR 055 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Innovation; Research Methodology; *Teaching Methods; *Visual Learning; *Visual Literacy; Visual Perception
IDENTIFIERS- *Deep Viewing; Visual Thinking

This paper describes deep viewing, a research and instructional method used to reach social understandings of visual texts through the use of communal talk, pictorial, and written means. It provides a means of analysis for any type of visual text. The theoretical origins and premises of deep viewing are examined. Also, the deep viewing methodology as it may be applied in a classroom setting is described. Finally, further applications of the deep viewing method are identified. (Contains 37 references.) (JLB)

metaphor version uses images in a different way. The major physical metaphor underlying the abstract concepts of health insurance and the payment of health care costs is "a covering that protects against unpleasant or harmful sensations." The visual metaphor version of the program includes many different images of people needing or using physical coverings for protection. Subjects were 79 college freshmen who saw one of the two forms and responded to a Likert-type scale of opinions about the videos. No significant differences in attitude were found for the two groups of subjects. These viewers appeared to accept the visual metaphor as no different from other television production techniques, with no detrimental effects on attitude or comprehension. (Contains 47 references.) (SLD)

PUB DATE- 94
NOTE- 521p.; For individual papers, see IR 055 001-054. For the 1992 proceedings, see ED 363 280. Association (25th, Rochester, New York, October 13-17, 1993); see IR
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art Education; Art Teachers; Computer Assisted Instruction; Cultural Activities; Elementary Secondary Education; *Graphic Arts; Higher Education; Hypermedia; Illustrations; Information Technology; Visual Aids; *Visual Arts; Visual Environment; *Visual Learning; *Visual Literacy

This document contains selected papers from the 25th annual conference of the International Visual Literacy Association (IVLA). Topics addressed in the papers include the following: visual literacy; graphic information in research and education; evaluation criteria for instructional media; understanding symbols in business presentations; multimedia; image ethics; digital images; visual information strategies; screen design; color preference; deep viewing; mythological symbols; visual thinking skills; digital technologies; identifying visually gifted young children; representation of culture in children's picture books; adult learning; humorous visuals in computer-based instruction; virtual reality tools for learning; the impact of Channel One school newscasts; Civil War photography; technology and the art curriculum; and computer mediated instruction. Also included are bibliographies of IVLA publications from 1983-93. (JLB)

IDENTIFIERS- California Community Colleges; *Minimum Faculty Qualifications

This booklet contains selected statutes, regulations, and policies dealing with the minimum employment qualifications for California community college faculty and administrators, including changes that resulted from a 1993 comprehensive review of the minimum qualifications regulations. Presented first are the relevant sections of the California Education Code, which was adopted by the Legislature in 1988 as part of Assembly Bill (AB) 1725, the community college reform bill. Significant amendments made in 1989, 1990, 1991, and 1993 are also included. Next, the report presents implementing regulations originally adopted into Title 5 of the California Code of Regulations by the Board of Governors in July 1989, with additions or amendments following in July 1990, September 1991, and June 1992, prior to the major amendments of September 1993. These regulations cover minimum qualifications, faculty interns, and Equal Opportunity Programs and Services Qualifications. Discipline lists are presented next, indicating which disciplines require the master's degree and which do not. These lists, used to implement the minimum qualifications for credit instructors, counselors, and librarians, were prepared and reviewed primarily by the Academic Senate for California Community Colleges. They were first adopted in July 1989, underwent minor revisions in 1990 and 1991, and were significantly amended in September 1993. Excerpts from AB 1725 such as legislative findings and declarations relating to minimum qualifications and hiring processes are also included. A list of 21 related resources concludes the report. (KP)

activities other than those funded by Assembly Bill (AB) 1725 decreased from 1992 to 1993, reversing the trend towards increasing responsibilities from 1990 to 1992; (7) 57% of the Staff Development Advisory Committee's were chaired by the SDC, compared to approximately 30% in the previous 3 years; and (8) responses indicated that 57% of the colleges assigned their AB 1725 dollars by employee category, up from 46% in 1992, while approximately 50% continue to base funding on an annual needs assessment. Data tables and the survey instrument are included. (KP)

ED 370 639 JC 940 340

Hughes, Tom
Educational Attainment of Adults in Oregon: What the 1990 Census Tells Us.
PUB DATE- May 94
NOTE- 316p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Groups; *Census Figures; *Community Characteristics; *Demography; *Educational Attainment; *Hispanic Americans; Limited English Speaking; *Low Achievement; Low Income Groups; Minority Groups; Non English Speaking; Racial Differences; State Surveys
IDENTIFIERS- *Oregon

Presenting state demographic data from the 1990 Census, this report provides information on the characteristics of Oregon residents 16 years and older who lack a high school diploma or equivalent and are not enrolled in school. The first part of the report provides a discussion of methodology and results and indicates that data were gathered from three tapes: a summary file by block group, a summary file by census tract, and a file of raw Census data. This section also provides the following data: (1) 381,905 Oregonians, or 17.5% of the total population 16 and over, did not have a diploma or equivalent and were not enrolled in school; (2) while the state's non-whites and Hispanics comprised 8.2% of the total population 16 and over, they accounted for 17.5% of the total number of undereducated residents; (3) Hispanics alone comprised 11.8% of the undereducated group, although they made up only 3.3% of the total state population 16 and over; (4) nearly one-third of Oregonians aged 60 and over lacked a high school degree or equivalent; (5) 20% of the undereducated adults were at or below the poverty level; and (6) nearly one-third of the population of Hood River, Jefferson, and Lake counties aged 18-24 were undereducated. The bulk of the report consists of three appendixes providing data from the 1990 Census, including geographies for Oregon Community Colleges; public use microdata sample tables for levels of educational attainment by age, race/ethnicity, English-speaking ability, and poverty level by county; and non-high school graduates by gender, by county, by age, and by district. (KP) comparisons for metropolitan area institutions; information on staff development activities; telecourse enrollment; enrollment as percent of the population; and a program review schedule. (KP)

ED 370 657 JC 940 364

Marrow, Alvin J.
Business Industry Technical Assistance Center, Hazard Community College.
PUB DATE- 7 Apr 94
NOTE- 7p.; Edited version of a paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; Community Colleges; Community Information Services; *Dislocated Workers; *Education Service Centers; Education Work Relationship; *Entrepreneurship; Industrial Training; *Labor Force Development; Program Descriptions; Small Businesses; *Technical Assistance; Two Year Colleges
IDENTIFIERS- Hazard Community College KY; Small Business Incubators

The Business Industry and Technical Assistance Center (BITAC) was established in 1986 at Hazard Community College, in Kentucky, to serve as an information and technical assistance center for small business. As the local area began to face layoffs in the coal mining industry, however, the center extended its services in four principal areas: programs, consulting and counseling, workshops, and networking. A number of programs have been developed to help get dislocated workers back into the workforce and assist disadvantaged workers to improve their quality of life, including the 28-week Entrepreneurial Training Program which trains individuals to start, finance, and operate their own small businesses. To date, 90% of all BITAC business starts have succeeded and none has gone bankrupt. Other programs include the Medical Records Processing Program, the Psychiatric Technicians Program, and the Computer Repair Program. Consulting and counseling services are provided to more than 500 clients per year, ranging from information on securing a tax number to developing full business plans. More than 20 workshops on business related topics have been held each year, covering such areas as shoplifting and bad check procedures and cash flow analysis. Finally, a network has been established of more than 82 partners available to work with clients and enhance their chances for success. Since its inception, the center has harnessed federal, state, and local resources to help hundreds of dislocated workers and make an economic difference in the region. (KP)

World War II, the Reggio Emilia approach has always emphasized parent involvement in every facet of its activities. The involvement of parents and community members is formally structured and integrated into the organization of the education department. Each site has classroom parent groups and a school parent group, while the entire system is run by a municipal management council composed of parents, staff, and community members. Educators in the United States could learn a good deal from this system, which puts parents at the center of the decision-making process. Rather than being the recipients of some government program, parents are empowered leaders in control of their children's schools and their children's future. (MDM)

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ED 370 676 PS 022 246

Rogers, George M.
Meeting the Needs of Transescents through Creative Scheduling Techniques.
PUB DATE- Feb 94
NOTE- 42p.; Paper presented at the South Carolina Middle School Conference (Myrtle Beach, SC, February 11-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Courses; *Curriculum Design; Discipline Policy; *Flexible Scheduling; Homework; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Program Descriptions; *School Organization; *School Schedules; Teacher Role
IDENTIFIERS- Middle School Students; South Carolina

This report describes the flexible scheduling practices of Kennedy Middle School in Aiken, South Carolina and its Interdisciplinary Middle School Program for Advisement, Counseling, and Teaming (IMPACT). The school is organized into 2 sixth-grade, 2 seventh-grade, and 2 eighth-grade teams, each of which contains 6 teachers and 90 to 150 students. Teachers and team leaders can choose from among eight schedules. The IMPACT program, a twice weekly course for all students, is designed to help students develop their maximum potential by emphasizing self-esteem, peer relations, conflict resolution, decision-making skills, and study skills. The bulk of the report consists of schedule options, selection forms, and actual teacher schedules. Copies of the school's homework and discipline policies are also included. (MDM)

processes rather than products, and interact with peers and adults. The booklet recommends programming designed to meet young children's needs, that is, child-centered, active, creative, and focused on goals set by the child. Indicators of children's use of independent learning strategies, interest in activities, and use of creative processes are also examined. The booklet concludes with guidelines for the appropriate use of table activities. (MDM)

This report examines whether educationally disadvantaged or at-risk preschool children have access to center-based early childhood programs similar to the access enjoyed by advantaged children, and whether the programs are of comparable quality. Eight risk factors that represent gross indications of educational disadvantage are examined, including low income, single parent household, primary language other than English, and a disabling condition. The first part of the report focuses on access to center-based programs. It looks at the association between each risk factor and enrollment. The second part of the report addresses the issue of the quality of programs in which children are enrolled, specifically the extent to which their average group sizes and ratio of children to staff met both state and professional standards. The report concludes that some at-risk children have better access to early childhood programs than other at-risk children, and that the risk factors associated with lower enrollment include low household income, being a child of a poorly educated mother or a mother who was a teenager when she first became pregnant, and living in a large household. With regard to access to programs of similar quality, the report notes that the quality of programs enrolling children from low income families did not differ from that of programs enrolling children from higher income families. Black children were less likely than white children to be enrolled in programs that met state standards, but more likely to be enrolled in programs that met professional standards. Three appendixes provide results of a methodological study comparing the reports from parents with those of their children's care providers. Contains 55 references. (HTH)

Elementary Secondary Education; *Rural Areas; *Rural Education;
School Statistics; Technical Assistance
IDENTIFIERS- *National Center for Education Statistics; Research
Training

The National Center for Education Statistics (NCES) new classification system for location of public schools and the NCES databases will provide new opportunities for rural education researchers. NCES developed a coding system called "Johnson codes" based on zip codes and Census definitions both of rural and nonrural places and of metropolitan and nonmetropolitan counties. The system locates all public schools on a continuum of seven "types of locale" from the most extreme rural location to the most concentrated urban location. In an effort to improve use of and access to its databases, NCES is gathering new data, producing new products, providing technical assistance, and conducting training activities. NCES produces public-use files and restricted-use files. In the past, mainframe computer tapes constituted the principal format for the NCES databases. Now, NCES has begun to make data available in CD-ROM format. The National Data Resource Center, operated by NCES, is a source of free technical assistance for the educational research community. NCES envisions a substantial effort to train those interested in accessing and using its data and new products through training seminars and possibly a national conference. This article describes the following NCES statistical databases in terms of type, scope, format, kinds of data, and contacts for information: (1) Common Core of Data; (2) School District Databook; (3) National Educational Longitudinal Survey of 1988; and (4) Schools and Staffing Survey (SASS) and SASS Teacher Followup Survey. (KS)

Play; *Young Children
IDENTIFIERS- *Nature Study

This book offers ideas that can help families find the simplicity of enjoying nature. These outdoor activities address the young child, leave room for the child's own interpretation and improvisation, and allow adults to look at nature through the eyes of their children. Respect for nature is an underlying message throughout the book. The over 100 activities presented are very simple; most require few materials, and many may be accomplished in a backyard. The activities are organized around 50 themes in the following categories: (1) senses; (2) birds, insects, and other animals; (3) trees and plants; (4) beach and shore activities; (5) rocks, earth, mountains, and weather; and (6) discoveries. Where appropriate, activities list materials needed and recommend age groups (babies, toddlers, preschool children, or all). This book contains a subject index, an age-appropriate index, many illustrations, and cautions to parents. (SV)

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Biotechnology; Classroom Research; Concept Formation; *Educational Change; Elementary School Science; Elementary Secondary Education; *Science Curriculum; *Science Education; Science Teachers; Scientific Concepts; Secondary School Science; Student Evaluation; *Teacher Education; Technology
IDENTIFIERS- Authentic Assessment; *Project 2061 (AAAS); *Scope Sequence and Coordination

As powerful as the compelling reasons for reform in science education are, there is also uncertainty about where this reform may lead. This special issue focuses on reform in K-12 science education. The 23 articles in this book are placed in the following sections: (1) In this issue, (2) Project 2061, (3) The Scope, Sequence and Coordination (SS&C) Project, (4) Teacher Preparation, (5) Science Assessment, (6) Technology in Science Education, (7) Earth Science Education, and (8) Biotechnology Education. (PR)

divided into three sections: activities, readings, and appendix. The activities are constructed around three basic concept divisions. First, students investigate the origin and composition of Earth's atmosphere. Students learn that there is much more to air that meets the eye. Second, students examine some of the factors that contribute to weather. Third, students are introduced to the concepts of air masses and the ways these masses interact to produce the weather. The document also includes a set of readings to enhance teacher preparation or serve as additional resources for students interested in further study. Included as an appendix is an annotated bibliography that serves as a supplemental materials guide. (Author/ZWH)

ED 370 796 SE 054 504

Van Burgh, Dana; And Others
How To Teach with Topographic Maps.
PUB DATE- 94
NOTE- 25p.; Large USGS topographic map accompanying each booklet, but is not included here because of size.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Elementary Secondary Education; *Instructional Materials; Learning Activities; *Maps; Science Activities; Science Education; *Science Instruction; *Topography

Classroom use of topographic maps is an easy to attain and valuable skill for students. This document provides an overview and background information on topographic maps for the instructor and a series of classroom activities to aid in teaching topographic map skills to students. (ZWH)

for What He Believes In.
PUB DATE- 88
NOTE- 178p.; The five volumes of this curriculum unit are SO 022 381, SO 022 384, and SO 022 393-395.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Conflict; *Cross Cultural Studies; *Cultural Education; Cultural Influences; English Curriculum; High Schools; Language Arts; *Literature; *Patriotism; *Peace; Two Year Colleges; Units of Study; *War

This 16-day curriculum unit is designed for use in English and language arts classrooms, grades 9-12 and community college. While it is the fourth section in a series of five on the literature of war and peace, it can be used with or without the other four sections. Each section of the series focuses on a different genre of the literature of war and peace, and the literature in each section has common sub-themes. In this section, students compare and contrast attitudes towards war, peace, and patriotism in different cultures and other time periods. In addition, students compare their concepts of patriotism and other values with those of the characters in the literature in order to clarify their values and attitudes about their responsibilities as citizens and about their relationship to their community and country. The handouts and activities contained in the lessons provide an opportunity for students to develop writing skills and to understand better various literary styles and techniques. Six appendices are as follows: (1) Introduction to the literature of war and peace series; (2) Related activities; (3) Connections to literature; (4) Connections to California's English/Language Arts Frameworks and Model Curriculum Standards; (5) Bibliography; and (6) Educational philosophy. (DB)

taught across the curriculum as well as individually; (6) art education should be fully accessible to all students, including the physically disabled, and those with special learning needs; and (7) the arts education classroom should be extended to include museums, galleries, and theaters beyond the school, and artists engaged as instructors. Each task undertaken by the group is discussed in a separate section. Proposals for teachers in the arts, evaluating the arts, financing, and the roles of several governmental entities are discussed. (DK)

ED 370 837 SO 023 328

Visual Arts Activities, K-6. North Dakota Arts Curriculum Project.
PUB DATE- Jun 87
NOTE- 243p.; Developed by the North Dakota Arts Curriculum Project.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Creative Activities; Design; Elementary Education; Enrichment Activities; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Kindergarten; Learning Activities; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- Art Concepts; *North Dakota

Focusing on the creative process, this guide enables teachers to encourage elementary students to learn more about art through active participation. A series of activities for kindergarten to sixth grade emphasize art ideas and concepts that are important in an artist's work. Each activity includes concepts, objectives, elements of art, principles of design, vocabulary, materials required, and procedures. Several activities include illustrations and helpful hints. The sections divide the activities by grade level: (1) kindergarten (24 activities); (2) grade one (25 activities); (3) grade 2 (24 activities); (4) grade 3 (27 activities); (5) grade 4 (24 activities); (6) grade 5 (26 activities); (7) grade 6 (26 activities). (CK)

ED 370 838 SO 023 339

Gage, Susan
Colonialism in the Americas: A Critical Look!
SPONS. AGENCY- British Columbia Teacher's Federation, Vancouver.; Canadian Catholic Organization for Development and Peace.; Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 91
NOTE- 59p.; For other documents in the series, see SO 023 340-341.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Colonialism; Foreign Countries; *Indigenous Populations; *International Relations; *Land Settlement; *Latin American History; Learning Activities; *North American History; Political Divisions (Geographic); Secondary Education; Simulation; Social Studies
IDENTIFIERS- Canada; Central America; Columbus (Christopher); Guatemala; *Neocolonialism; North America; South America

Dialogue and illustrations trace the history of the first peoples of South, Central, and North America and encourage students to look at past and present patterns of colonialism and to view colonialism from the perspective of the colonized. Chapter 1 critiques Columbus 500 years after founding the first colony in the Americas. Chapter 2 presents the indigenous people who lived in South and Central America before Columbus arrived. Following this, chapter 3 explores the structure of the colonial system, and chapter 4 discusses colonialism in North America from 1607 to 1776. Chapters 5 and 6 provide case studies of the native people of Georgia and Alabama and of the Sioux nation. Chapter 7 describes the struggle for aboriginal rights by the first Canadians, and chapter 8 examines the aftermath of colonialism. Chapter 9 discusses second stage colonialism by the United States as internal conquest turns to external expansion. Guatemala is a case study of neocolonialism in chapter 10, and chapter 11 delineates the indigenous people of the Americas organizing together to achieve change. The final chapter presents activities to use with the text and a simulation game designed to give participants a sense of the emotional, cultural, and economic effects of being colonized. A list of 11 audiovisual and print resources provides further information. (CK)

ED 370 839 SO 023 340

Gage, Susan
Colonialism in Africa: A Critical Look!
SPONS. AGENCY- British Columbia Teacher's Federation, Vancouver.; Canadian International Development Agency, Ottawa (Ontario).; Vancouver Foundation (British Columbia).
PUB DATE- 91
NOTE- 47p.; For other documents in the series, see SO 023 339-341. Financial assistance also provided by Partnership Africa Canada.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)

ED 370 858 SO 023 816

Radulian, Virgiliu; And Others
White Book of the Romanian Child.
PUB DATE- Jun 93
NOTE- 66p.; Translated by Luminita Grigorescu.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Child Health; Children; *Childrens Rights; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Leisure Time; Population Distribution
IDENTIFIERS- *Rumania

This document summarizes the situation of children in Romania. The booklet is divided into five parts: (1) child and family protection, objective of the post revolutionary Romanian society; (2) forms of organizing the process of education and training for the children with a normal physical and intellectual development; (3) the situation of the disadvantaged children; (4) aspects of the organization of children's leisure time and on the cultivation of their skills; and (5) children's health. The first section discusses the sociodemographic background of Romania, including the revolution of December 1989 and its consequences and statistical data on the population. This section also describes amendments to the legal framework on child protection and concrete aspects of the protection of children including some categories of disadvantaged children. Also listed are governmental and nongovernmental structures implied in child protection. The second part addresses organizing and functioning principles and concrete aspects of the educational system in Romania. The third part focuses on disadvantaged children including forms of protection for socially disadvantaged children, deficient children, and children with deviating behavior, such as the institutionalization of delinquent children, and the prevention and rehabilitation of street children. The fourth section is divided into leisure time activities, literature, film, radio and television programs for children, and children's organizations. The last section discusses the main development directions of the medical system in Romania consisting of equipping the medical units with adequate equipment, training for medical staff that is specialized for children, and family planning. The document concludes that progress has been realized in the education, health, and social protection of children. (DK)

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ED 370 859 SO 023 825

Hall, Louis, Ed.
Maine Music Curriculum and Standards Guide K-12 Classroom Vocal Instrumental.
PUB DATE- 89
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Bands (Music); *Curriculum Development; Elementary Secondary Education; Instructional Materials; Music Activities; *Music Education; Vocal Music

ED 370 878 SO 024 082

Blue Ribbon Schools. Outstanding Practices in the Arts, 1989-90 and 1990-91.
PUB DATE- May 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Art Teachers; Community Involvement; *Demonstration Programs; Elementary Secondary Education; *Fine Arts; *Integrated Curriculum; Interdisciplinary Approach; Program Effectiveness; Program Evaluation; *Visual Arts
IDENTIFIERS- *Blue Ribbon Schools

The Blue Ribbon Schools Program designated art as an area for special emphasis during 1989-90 and 1990-91, and the program identified 42 schools that were excellent overall and had exemplary programs in the arts. The schools shared the following characteristics: (1) a philosophy that holds arts education as a basic and necessary component of a balanced educational program for pre-kindergarten through grade 12 students; (2) a broad understanding of arts curricula and pedagogy that is matched with the highest quality instructors available; (3) a balance of art forms, including music, dance, drama, poetry, creative writing, and visual and media arts; (4) a realization that the arts need time, space, financial, and administrative support; (5) infusion of the arts in other parts of the curriculum; (6) a commitment to all students that ensures access to instruction in the basic art areas and provides differentiated levels of instruction; (7) parent involvement as volunteers, program designers, and fundraisers; and (8) a connection to the local arts community. Profiles of the 17 elementary schools and their arts programs and the 25 secondary schools and their arts programs highlight how these schools function in a variety of settings. (Author/CK)

ED 370 879 SO 024 083

Mark, June; Hanson, Katherine
Beyond Equal Access: Gender Equity in Learning with Computers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Anxiety; *Computer Uses in Education; Cultural Interrelationships; Democratic Values; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *Females; Learning Strategies; Multicultural Education; Sex Bias; *Sex Differences; Sex Fairness

Two articles provide perspectives on computers and gender and on multicultural education. The first article, "Beyond Equal Access: Gender Equity in Learning with Computers" (June Mark), explores the lack of access girls and young women have to computers and the implications for future educational opportunities as well as career options. A relationship exists between positive experiences with computers and future interest in and facility with computers. Designing equitable learning

ED 370 898 SP 035 231

Responsible Healthy Lifestyles. Summary for Teacher Resource File for AIDS Education.
PUB DATE- Apr 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Course Descriptions; Educational Objectives; Elementary Secondary Education; *Health Education; *Social Responsibility; State Curriculum Guides; *State Standards
IDENTIFIERS- *Utah

This guide to education concerning Acquired Immune Deficiency Syndrome (AIDS) contends that schools as community agencies must help students learn to make rational decisions which will result in responsible behavior benefitting themselves and the groups in which they live. The guide presents the standards and objectives for AIDS information which must be taught in Utah's public schools as part of the Responsible Healthy Lifestyles Core. The guide outlines the goals of AIDS education, emphasizing that the teaching of morality in the public schools is mandated under state law. The curriculum focus is discussed, stating that wherever AIDS education is taught, it should be done in the context of a healthy lifestyle and social responsibility. The guide then lists, for grades 3 through 12, the core standards, objectives, and guidelines for teachers of health education. Basic AIDS information is provided in a question-and-answer format; a glossary is included. (JDD)

ED 370 899 SP 035 232

Responsible Healthy Lifestyles, Levels 7-12. Secondary Core Curriculum Standards.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Core Curriculum; *Health Education; *Health Promotion; Life Style; *Movement Education; *Physical Fitness; Secondary Education; State Curriculum Guides; *State Standards
IDENTIFIERS- *Health Related Fitness; *Utah

This guide presents the Utah elementary and secondary school program of studies and high school graduation requirements. A description is given of the responsible healthy lifestyles curriculum which is designed to integrate into a meaningful whole, medical, scientific, behavioral, and ethical knowledge, values, and practices which enhance a healthy life. For the secondary-level areas of health education and movement/fitness, core standards are provided along with objectives for achieving each standard. Core standards for health education focus on life skills; growth, development, and maturation; positive healthy lifestyles; high-risk lifestyles and disease prevention; and emergency procedures and first-aid care. The movement and fitness core standards deal with development of motor and health-related fitness; skill development in team sports and individual sports and games; dance skills;

ED 370 918          SP 035 262

Lee, Raymond W., Jr.
Perceptions of a Beginning Teacher: Exploring Subjective Reality.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; Case Studies; *Classroom Techniques; Collegiality; *Context Effect; Cultural Influences; *Discipline; *Educational Environment; Educational Practices; Elementary Education; Elementary School Teachers; Qualitative Research; *Teacher Attitudes; Urban Schools
IDENTIFIERS- Experienced Teachers; *Perceived Reality; *School Culture; Situational Variables

The case study presented in this paper describes and articulates a beginning teacher's perceptions of the key rules, roles, and relationships within the context of the technical culture of an inner city elementary school. Data were collected through interviews, participant observations, and teacher and school produced documents. Experienced teachers, the principal, assistant principal, and counselor also supplied information. Results provided an understanding of the experiences of first-year teachers and the world in which they work and revealed the teacher's subjective reality, and perceptions and practices within that reality. In addition, it was determined that the beginning teacher's reality was largely derived from perceptions of what she believed the rules, roles, and relationships to be rather than the actual technical subskills delineated on a checklist or in the school handbook. Based on evidence from the investigation, it was suggested that assistance to beginning teachers be given within the context of the situation rather than any mythological uniform teaching culture. While checklists and other generic instruments may be helpful, this study emphasizes the importance of the subtle and complex nature of a first-year teacher's experience and socialization within the context of a technical culture. (Contains 25 references.) (LL)

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ED 370 919          SP 035 264

Moore, William P.; Esselman, Mary E.
Exploring the Context of Teacher Efficacy: The Role of Achievement and Climate.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Contains occasional lines of broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attitude Measures; *Context Effect; Decision Making; *Educational Environment; Elementary Education; Elementary School Students; Elementary School Teachers; Individual Power; Path Analysis; *Self Efficacy; *Teacher Attitudes; Teacher Effectiveness; Teacher Influence; *Teaching Conditions

ED 370 936 SP 035 293

Abdal-Haqq, Ismat
Culturally Responsive Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; *Cultural Awareness; Cultural Differences; *Curriculum Development; Elementary Secondary Education; *Instructional Materials; *Multicultural Education; *Relevance (Education); *Resource Materials; Teacher Education; Textbook Bias; Textbook Evaluation
IDENTIFIERS- *Diversity (Student); ERIC Digests

A widely held view of multicultural curricula sees them as strategies for improving academic performance and enhancing self-esteem among students whose racial, ethnic or language heritage differs from that of the Anglo-European population. There are others, however, who hold the view that culturally responsive curricula benefit all students. A culturally responsive curriculum capitalizes on students' cultural backgrounds rather than overriding or negating them. This Digest presents some characteristics of curriculum resources, outlines guidelines for assessing instructional materials for cultural bias or insensitivity, and provides a list of selected resources available to classroom teachers and other educators. A culturally relevant curriculum is described as one that: is integrated and interdisciplinary; does not rely on one-time activities, "add-on" units or "sprinkling" the traditional curriculum with a few minority individuals; is authentic, child-centered, and connected to the child's real life; develops critical thinking skills; often incorporates strategies that utilize cooperative learning and whole language instruction; includes self-esteem building; recognizes multiple intelligences and diverse learning styles; is supported by appropriate staff development and preservice preparation; and is part of a coordinated, school-wide strategy. (Contains 17 references.) (LL)

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ED 370 937 SP 035 294

Taylor, Tracy A.
New to the Ranks: Moving from the Military into Teaching. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alternative Teacher Certification; *Career Change; Elementary Secondary Education; Federal Aid; Federal Legislation; *Financial Support; Higher Education; Incentive Grants; *Military Personnel; Preservice Teacher Education; Program Descriptions; Teacher Aides; Teacher Placement; *Teaching (Occupation); *Transitional Programs
IDENTIFIERS- *Defense Activity Non Traditional Education Support;

ED 370 955 TM 020 876

Holmes, Lawrence W. O.; And Others
The Development of a Survey Instrument on South Dakota's School District Leadership Climate as Related to Deming's Fourteen Points.
PUB DATE- Sep 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, September 30-October 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Validity; *Educational Environment; Educational Policy; Educational Practices; Educational Theories; *Elementary School Teachers; Elementary Secondary Education; *Instructional Leadership; Item Banks; Pilot Projects; Q Methodology; Reliability; School Districts; School Restructuring; *Secondary School Teachers; *Test Construction; *Total Quality Management
IDENTIFIERS- Deming Management Method; South Dakota

Development of an instrument to measure baseline levels of applied Total Quality Management (TQM) practices in South Dakota before the introduction and dissemination of TQM theory to the state's educational leaders is described. Using the interpretation of Deming's 14 points that was developed by J. J. Bonstigl, a 115-item initial item pool was developed. Through a modified Q-sort procedure, items were examined by a panel of 15 judges for clarity and appropriateness to establish content validity. After sorting was completed, the 68 items remaining (approximately 4 per subscale) were pilot tested, using responses of 77 practicing kindergarten through grade 12 teachers from 12 schools in 6 districts. An analysis to establish reliability coefficients (Cronbach's coefficient alpha) for the 14 subscales and the total test revealed alpha coefficients ( .71) for 10 subscales and a total instrument reliability of .96. It was determined that two subscales need further development to strengthen differentiation within Mass Inspection (Deming point 3) and Elimination of Targets (Deming point 10). The subscale for point 4 will be discarded because vendor service and quality concerns are moot in a public enterprise subjected to the lowest bidder mentality. Two tables and an appendix of recommendations complete the discussion. (Contains 12 references.) (SLD)

ED 370 956 TM 021 090

Sumrall, Malenna A.; And Others
Development and Results of a Statewide Assessment of Teachers' and Administrators' Professional Development Needs.
PUB DATE- Nov 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; College School Cooperation; Demography; Educational Assessment; *Elementary School

ED 370 975 TM 021 539

Arter, Judith A.; And Others
The Impact of Training Students To Be Self-Assessors of Writing.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Control Groups; Educational Assessment; Elementary School Students; Grade 5; Intermediate Grades; Pretests Posttests; *Scoring; *Self Evaluation (Individuals); Student Evaluation; Time on Task; *Training; Writing (Composition); *Writing Evaluation; Writing Improvement
IDENTIFIERS- Northwest Regional Educational Laboratory

Teachers, districts, and states working with the Northwest Regional Education Laboratory have been using a six-trait analytical scoring assessment model for student writing. The six traits are: (1) ideas; (2) organization; (3) voice; (4) word choice; (5) sentence fluency; and (6) conventions. For the last 4 years, the Northwest Regional Education Laboratory has been training teachers to teach students to be assessors of writing using the same six traits. This study was conducted to investigate the usefulness of this approach. Six classrooms of fifth graders participated, 67 in the treatment (integration) group and 65 in the control (observation) group. Teachers were taught scoring strategies and were visited by project staff to assist in implementing them. Pretest scores were very similar for both groups. The treatment group gained the most on those traits receiving the most emphasis in instruction, in proportion to the amount of time spent on them and in the order in which they were introduced; their performance on other traits improved slightly. Students in the control group improved slightly on two traits and remained at nearly the same level on the other four. One figure and two tables present study findings. Appendixes contain the student scoring guide and a scoring guide for adult scorers. (SLD)

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ED 370 976 TM 021 541

Furman, Gail Chase
Administrators' Perceptions of Outcome-Based Education: Outputs, Outcomes and Professional Accountability.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Administrator Attitudes; *Administrators; Case Studies; Constructivism (Learning); *Educational Change; Educational Policy; Educational Practices; Elementary Secondary Education; Interviews; *Outcomes of Education; Program Implementation; *School Districts; Teaching Methods; Teamwork; Urban Schools
IDENTIFIERS- *Outcome Based Education; Output Measurements; Washington

This case study explores the impact of outcome-based education

ED 370 995 TM 021 597

Manross, Dean; And Others
The Influence of Subject Matter Expertise on Pedagogical Content Knowledge.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Background; *Educational Planning; Elementary Education; *Elementary School Teachers; Interviews; Knowledge Level; Middle Schools; Physical Education; *Physical Education Teachers; Student Motivation; *Teaching Methods
IDENTIFIERS- *Expertise; *Subject Content Knowledge

This study investigated the role of subject matter expertise on the pedagogical content knowledge of physical education teachers. Data were collected through multiple interviews on 10 teachers with expertise in at least one physical education subject area. Each teacher was interviewed four times, with each interview lasting approximately 1 hour. The interviews focused on the teachers' background in and familiarity with two physical education subject areas (one expert and one nonexpert area), perceptions of planning for and instructing in these subjects, and experiences teaching the subjects. Data were analyzed using the constant comparative technique (Glasser and Strauss, 1967) and the findings were presented with reference to Grossman's (1990) definition of pedagogical content knowledge. Subject experts identified their largest pedagogical problem as student motivation, while nonexperts believed finding appropriate activities was their greatest challenge. A greater ability for planning progressive learning activities and contingency plans was demonstrated by the subject experts. They were also able to accommodate a greater range of learner abilities. (Contains 9 references.) (Author)

ED 370 996 TM 021 599

Rothenberg, Lori F.; Harrington, Charles F., II
The Relationship between Anxiety and Achievement in Adult Learners.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adult Learning; *Anxiety; Correlation; *Educational Research; Experience; *Graduate Students; Higher Education; Intelligence Tests; Masters Degrees; Models; Questionnaires; *Research Design; *Self Concept
IDENTIFIERS- Adult Self Perception Profile; *Mathematics Anxiety Rating Scale

A model of research design anxiety reactions, that was adapted from the work of P. B. Cemen (1987) on mathematics anxiety reactions, was tested. The sample consisted of six classes of 152 master's degree students in a graduate educational research

ED 371 016 TM 021 647

Stone, Gregory Ethan; Lunz, Mary E.
Item Calibration Considerations: A Comparison of Item Calibrations on Written and Computerized Adaptive Examinations.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; Diagrams; Difficulty Level; Illustrations; *Item Response Theory; Medical Technologists; Photographs; Test Format; Testing; *Test Items; *Test Reliability
IDENTIFIERS- Calibration; Comparability; *Item Calibration; Item Stability; Rasch Model

This paper explores the comparability of item calibrations for three types of items: (1) text only; (2) text with photographs; and (3) text plus graphics when items are presented on written tests and computerized adaptive tests. Data are from five different medical technology certification examinations administered nationwide in 1993. The Rasch model was used to calibrate items for the two test formats. Item calibrations obtained from each administrative mode were then compared. No significant differences were found between text only item calibrations obtained from the written tests and the computerized adaptive test. While some items with photographic or figure accompaniment showed slightly different item calibrations between the administrative modes, nonstatistical explanations explain most of the minor differences discovered. The results of this investigation confirm that Rasch item calibrations from written tests are appropriate for use on computerized adaptive tests. Included are four tables and six figures. (Contains 7 references.) (Author/SLD)

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ED 371 017 TM 021 648

Ohtsuka, Keis
Where in the World Am I? Mental Models Derived from Text and Spatial Inference.
SPONS. AGENCY- Australian Research Council.
PUB DATE- Apr 94
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Expectation; Foreign Countries; Higher Education; *Inferences; Reaction Time; *Reading Comprehension; Reading Tests; *Spatial Ability; Thinking Skills; Undergraduate Students
IDENTIFIERS- Accuracy; Australia; *Mental Models; Sequential Analysis; Spatial Analysis; Task Characteristics

This study examined whether and to what extent the characteristics of mental models derived from the identical text, which is known to produce a certain type of mental model, are influenced if the subjects are given different task expectations before the reading session. Seventy-one undergraduates read one of the two text genres, descriptive or

ED 371 036 TM 021 740

Bernstein, Lawrence; Burstein, Nancy
Bias vs. Precision: Combining Estimates in Multisite Evaluation Research.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Comprehensive Programs; Data Analysis; Data Collection; Demonstration Programs; Error of Measurement; *Estimation (Mathematics); Evaluation Methods; Models; *Research Methodology; Research Problems; Statistical Analysis; Statistical Studies
IDENTIFIERS- Comprehensive Child Development Program (ACYF); Hierarchical Linear Modeling; *Multiple Site Studies; *Precision (Mathematics); Weighting (Statistical)

The inherent methodological problem in conducting research at multiple sites is how to best derive an overall estimate of program impact across multiple sites, best being the estimate that minimizes the mean square error, that is, the square of the difference between the observed and true values. An empirical example illustrates the use of the following five models with data from the Comprehensive Child Development Program (CCDP), a 5-year national demonstration program implemented in 21 sites: (1) pooled data; (2) unweighted averaged; (3) weighted averaged; (4) hierarchical linear model random; and (5) hierarchical linear model fixed. Most striking is the similarity of results from all models. In the particular example, choice of model would not alter the conclusion that participation in the CCDP raised children's scores a given amount, although other outcomes might be more sensitive. By informing the analysis strategy with the employed sampling design, one can better justify the conclusions drawn regarding the efficacy of a particular program intervention. Two tables present analysis results. (Contains 13 references.) (SLD)

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ED 371 037 TM 021 741

Winer, Laura R.; And Others
Enriching the Layers of Necessity Model.
PUB DATE- Apr 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Designers; Elementary Secondary Education; Foreign Countries; *Instructional Design; Instructional Development; Models; Questionnaires; Surveys
IDENTIFIERS- *Layers of Necessity Model; Research Replication

The Layers of Necessity Model developed by M. Tessmer and J. F. Wedman (1990 and following) proposes that designers create multiple layers of instructional design (ID) activities depending on the particularities of different design situations. To enrich the understanding of the model, a replication was conducted of a study conducted in 1992.

ED 371 056                UD 029 886

McLaughlin, Milbrey W.; And Others
Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth.
PUB DATE- 94
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Case Studies; Community Centers; *Community Organizations; *Disadvantaged Youth; Expectation; Financial Support; Futures (of Society); *Inner City; Leadership; Neighborhood Improvement; *Neighborhoods; *Urban Areas; Urban Problems; Youth Agencies; Youth Clubs; *Youth Programs
IDENTIFIERS- *Sanctuary Units

What makes some neighborhood organizations sanctuaries for inner-city youth is examined in this attempt to explain why some organizations are resources that enable youth to survive the harsh realities of everyday urban life in America. The first chapter contrasts the grim expectations for urban youth with the sense of the hopeful future expressed by some participants in effective neighborhood organizations. Chapter 2 introduces six young people and describes how their involvement in a neighborhood organization is a positive influence. Chapters 3, 4, and 5 introduce the adults who lead the organizations, described by the authors as wizards. In Chapters 6 and 7 those who help the wizards are described. Chapter 8 considers the funding of such organizations, and Chapters 9 and 10 review the obstacles youth organizations and their leaders face in the hypothetical cities described. Chapter 11 reviews some myths about inner-city youth and presents some realities about the hopeful role of neighborhood organizations. (Contains 164 references.) (SLD)

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ED 371 057                UD 029 887

Hatry, Harry P.; And Others
Implementing School-Based Management: Insights into Decentralization from Science and Mathematics Departments. Urban Institute Report 93-4.
PUB DATE- 94
NOTE- 230p.; For a related document, see ED 349 344.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Budgeting; Case Studies; *Decentralization; Educational Change; Elementary Secondary Education; Literature Reviews; *Mathematics Instruction; Needs Assessment; Program Evaluation; *Program Implementation; *School Based Management; School Districts; *Science Instruction; Training; *Urban Schools

This report presents the findings and recommendations of an examination of the implementation of a major form of school-based management (SBM). It is based on case studies of the science and mathematics departments of 10 high schools and 9 middle or junior high schools in 12 school systems, almost all of which are urban school districts. The study found that implementation often falls short of the ideal. It did not find dramatic changes resulting from SBM. However, those schools and faculty members that took advantage of their added flexibility

IDENTIFIERS- Asian American Students; New York City Board of Education

Asian-American Communications: In-School Staff Workshops was in its fifth year of funding by New York State Bilingual Categorical Funds. The project provided workshops for staff, parents, and students in schools with large Asian-American populations. During the year under review, the project conducted 26 workshops citywide. Phase I workshops focused on information garnered from a school needs assessment; Phase II workshops focused on teaching strategies; Phase III workshops introduced Asian-American history and culture. Participants rated all workshops very favorably. The project was fully implemented and met all of its objectives. The objectives were conducting a preworkshop survey, presenting Phase I, II, and III workshops, and providing parent and student workshops on request. The findings led to the following recommendations: (1) allocate more time for the workshops, (2) develop written materials to reinforce workshop presentations, (3) provide more opportunities for small-group in-depth discussions in Phase II, and (4) encourage schools to publicize the parent workshops to attract a broader audience. (Author/SLD)

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ED 371 079 UD 029 916

Bruno, Paula
Integrated Diverse Enrichment for Academic Learning (Project IDEAL). Final Evaluation Report 1992-93. OREA Report.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship Education; Cultural Awareness; Dropout Prevention; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Evaluation; Science Instruction; Social Studies; Staff Development; *Urban Schools
IDENTIFIERS- New York City Board of Education; Project IDEAL NY

Integrated Diverse Enrichment for Academic Learning (Project IDEAL) was an Elementary and Secondary Education Act Title VII-funded project in its first year of operation at Walton High School in the Bronx (New York). Project IDEAL served 192 students of limited English proficiency in 1992-93 with instruction in English as a second language (ESL), native language arts (NLA), and the content areas of mathematics, science, and social studies. Teachers had the opportunity to attend staff development meetings and were eligible for tuition reimbursement for college courses. A Parent Advisory Committee was established and efforts were made to encourage parent participation. The program met most of its objectives, particularly for ESL, NLA, American culture and citizenship, dropout prevention, student attitudes, career advice, and parent involvement, but it did not always meet its mathematics, social studies, and science objectives. Recommendations include using a measure of Spanish language proficiency, exploring techniques to increase mathematics and social studies skills, interesting more students in field trips, and stressing teacher acquisition of knowledge about student needs and problems. Nine tables present evaluation findings. Appendixes include some student poems, a list of instructional materials, a schedule, and the Likert scales used in the evaluation. (SLD) of Basic Skills; Project SEED (Disadvantaged Youth); Socratic Method

Project Special Elementary Education for the Disadvantaged (SEED) is a nationwide program in which professional mathematicians and scientists from universities and research corporations teach conceptually oriented mathematics to full-sized classes of disadvantaged elementary school students as a supplement to their regular mathematics instruction. Instruction is through a Socratic group discovery format. In the Dallas (Texas) schools, Project SEED was used with all grade levels in schools with a high percentage of low-income students. Evaluation considered program impact after one, two, and three semesters of instruction for four groups of students in grades 4, 5, and 6, 1,666 in all, which were more than 95 percent Black, and more than 80 percent eligible for free or reduced-price lunches. Achievement was determined with the Iowa Test of Basic Skills and some other measures. Impact was apparent with even one semester of SEED instruction, as well as cumulative with two and three semesters. Achievement continued higher for SEED students in comparison with non-SEED students even two years after SEED instruction. Student attitudes toward SEED instruction were positive. Three tables present study findings. (SLD)

ED 371 100 UD 029 953

Webster, William J.; Chadbourn, Russell A.
The Evaluation of Project SEED, 1989-90.
PUB DATE- Oct 90
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Control Groups; Disadvantaged Youth; Elementary Education; Elementary School Students; Longitudinal Studies; *Mathematical Concepts; Mathematicians; Mathematics Achievement; *Mathematics Instruction; Principals; Program Evaluation; Scientists; Student Attitudes; *Teachers
IDENTIFIERS- *Dallas Independent School District TX; Iowa Tests of Basic Skills; Project SEED (Disadvantaged Youth); Socratic Method

Project Special Elementary Education for the Disadvantaged (Project SEED) is a nationwide program in which mathematicians and scientists from academia and industry teach abstract, conceptually oriented mathematics to full-sized classes of elementary school students as a supplement to their regular arithmetic classes. A Socratic group-discovery format is used. In its implementation in the Dallas (Texas) public schools, SEED was used with all levels of children in schools with high percentages of minority and low-income children. The 1989-90 evaluation considered the program's impact on the achievement of more than 3,000 students who had one, two, or three semesters of SEED instruction in grades four through six. The achievement these students attained was compared, using longitudinal information where possible, with that of non-SEED students through the use of Iowa Tests of Basic Skills scores and other measures. Impact of one, two, and three semesters was apparent, with the minimum at 2.2 months (1 semester, in problem solving) and the maximum at 9.0 months (computation, after 3 semesters). Project SEED students were also more likely to enroll in advanced mathematics in secondary school. Evaluators recommend that the program be expanded to as many students as possible. Thirteen tables present evaluation findings, and two appendixes contain an additional 13 tables of

DESCRIPTORS- *African History; Apartheid; Change; *Colonialism; Foreign Countries; Grade 11; Grade 12; Instructional Materials; *International Relations; Land Settlement; Learning Activities; Political Divisions (Geographic); Secondary Education; Slavery; Social Studies
IDENTIFIERS- *Africa; Canada; *Neocolonialism; South Africa

Using text, activities, cartoons, and prose, the publication encourages junior and senior secondary students to examine the history of colonialism in Africa and the importance of colonialism in Africa today. Chapter 1 provides an overview of 500 years of colonialism. Chapter 2 describes pre-colonial Africa from the year 1000 to 1442. The focus of chapters 3 and 4 includes the years from 1442 to 1833 when Africa became poor while Europe prospered. Chapter 5 describes colonialism from 1833-1884, and chapter 6 explains the dividing of Africa in 1884. Chapter 8 presents the patterns of colonialism from 1884-1967. Lingering colonialism in chapter 9 looks at the difficulties of African countries after 1960. Three case studies examine neocolonialism, the apartheid system in South Africa, and colonialism in Canada. Twenty activities in chapter 13 coincide with the chapter texts. A list of 11 audio-visual and print resources provides further information. (Author/CK)

ED 370 840 SO 023 341

Gage, Susan
Colonialism in Asia: A Critical Look!
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 93
NOTE- 59p.; For other items in the series, see SO 023 339-340. Financial assistance also provided by the Scarboro Foreign Mission Society.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Asian History; Case Studies; Change; *Colonialism; Economic Change; Economic Factors; Economic Impact; Foreign Countries; *Instructional Materials; *International Relations; Learning Activities; Secondary Education; Simulation; Social Studies
IDENTIFIERS- *Asia; India; Philippines; Vietnam

Cartoons, text, questions, and activities encourage students to link the present with the past, to look at colonialism from the perspective of the colonized, and to see how the global economy perpetuates the trade structures begun during the colonial era. After exploring colonialism in the past, early contacts by Europeans with other cultures, the take over of Asia, and the building blocks of colonialism, the impact of past and present colonialism is highlighted. The next section presented the difficulties on the one hand, of changing the old colonial patterns in former colonies and the pressure to maintain those patterns, on the other. The last section provides activities to coincide with the various chapters and a simulation game designed to illustrate how the colonial patterns persist in world trade. A list of 12 audio-visual and print resources provides further information. Alternative questions related to the text and a map of the case study countries supplement the chapters. (CK)

ED 370 841 SO 023 345

IDENTIFIERS- Maine

This document is the result of a two-year process to develop a complete music curriculum and standards guide for Maine schools. It is arranged in four parts or "strands." Strand 1 covers classroom music from kindergarten through grade 12. Strand 2 addresses the vocal music program, and strand 3 the instrumental program for the same levels. Strand 4 includes additional guidelines for system wide issues such as curriculum planning and professional development. This guide is designed as a working outline to assist teachers and school systems in developing and personalizing their individual music curriculums. To help facilitate that, worksheet pages are included in each section with directions for use. The guide assumes a minimal program schedule to reflect the present conditions in the majority of Maine schools, that is classes meeting weekly all year for forty minute sessions, with a trained music specialist. It is cautioned that achievement of excellence in education and mastery learning requires a much more supportive schedule to make possible the enriched program of musical learning and experience which every child deserves. Descriptions of requirements to support an enriched program are included in a standards section within each strand. Musical concepts are divided into six musical elements: (1) melody; (2) harmony; (3) rhythm; (4) form; (5) timbre; and (6) expressive qualities. The guide includes definitions of these terms, a list of topic units, and lists of music experiences necessary for the quality teaching of those elements. Music concepts are divided into grade level groupings within each strand's curriculum portion, while topic units may be assigned to different grades. (DK)

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ED 370 860 SO 023 856

Shabbas, Audrey
Resources for History Day 1991: "Rights in History."
PUB DATE- Jan 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arabs; *Civil Rights; Curriculum Development; *Educational Resources; *History Instruction; Instructional Materials; *Islamic Culture; *Law Related Education; *Middle Eastern Studies; Minority Groups; Secondary Education; Social Studies; Teacher Education
IDENTIFIERS- Islamic Law; Mokhiber (Russell); Nader (Ralph); Shibley (George); Zoot Suit

This newsletter issue brings to students' attention some of the topics they could explore in working toward an award that the Arab World and Islamic Resources and School Services (AWAIR) organization presented to students participating in History Day 1991. The special category of the awards is Arab or Islamic history. The topics presented were not intended to be exhaustive of the possibilities, but to suggest areas for further student investigation. Topics discussed include the ancient middle eastern origins of law codes; rights under the Islamic law, the Shari'ah; Arab Americans involved in rights issues; the rights of Palestinians; and international law and the Persian Gulf War. Lists of sources are included for most topics. The section on the ancient origins of law codes contexts with software and related materials and designing equitable classroom organization and interactions are discussed. The second article, "Multicultural Education as Democratic Education" (Katherine Hanson), looks at how democracy can best be developed through multicultural education that respects the individual, enables all students to see themselves in the curriculum, and fosters a deep understanding and acceptance of differences as legitimate and empowering. Reciprocal acculturation is an important aspect in the development of approaches to multicultural education. A list of several programs, projects and publications provide further information on the issues of gender, equity, technology, and mathematics achievement. (CK)

ED 370 880            SO 024 085

Tomlinson, Tommy M., Ed.; Tuijnman, Albert C., Ed.
Education Research and Reform: An International Perspective.
PUB DATE- Apr 94
NOTE- 185p.
LANGUAGE- English
EDRS Price-  MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; *Educational Development; *Educational Research; *Global Approach; *Government Role; Institutional Role; International Education; International Organizations; Organizational Effectiveness; *Research and Development; Systems Analysis; Systems Approach; Systems Development
IDENTIFIERS- *Reform Efforts

The role of governments in the operation of education research and development systems is under critical scrutiny throughout the developed world. The introductory chapter presents the main themes of a seminar held in 1992 and outlines challenges for further work. The next 10 chapters focus on education research and development issues: (1) "Educational Research Policy in the United States: Background and Overview for the Joint OERI/OECD Seminar" (Tommy M. Tomlinson); (2) "Trends, Issues and Problems in Educational Research in a Group of OECD Countries" (Desmond L. Nuttall); (3) "The OERI/CERI Seminar on Educational Research and Development: A Synthesis and Commentary" (Michael Huberman); (4) "Research and Education Reform: A Study of the Federal Role in United States' Education Research and Development" (Katherine Bick; Gregg B. Jackson); (5) "Changes in the Relationship between Educational Research and Policy: The Case of the Netherlands" (Paul M. M. van Oijen); (6) "Teachers as Critical Consumers of Research" (Michael G. Fullan); (7) "Near the Chalk Face: New Approaches to Research for Education Renovation" (Bob W. Connell); (8) "Uniting Producers and Consumers: Challenges in Creating and Utilizing Educational Research and Development" (Susan H. Fuhrman); (9) "In Search of New Structures and Procedures for Organizing Government Funded Education Research and Development" (Thomas K. Glennan, Jr.); and (10) "Afterwards: Research and Reform in the United States" (Tommy M. Tomlinson). Biographies of the 11 authors follow the articles. (CK)

ED 370 881            SO 024 086

Stahl, Robert J.
The Essential Elements of Cooperative Learning in the Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

leadership and fairness; knowledge of cardiovascular fitness, strength, flexibility, endurance, weight control, nutrition, and stress management as necessary components of a healthy lifestyle; and maintenance of an acceptable level of fitness. (JDD)

ED 370 900 SP 035 233

International Congress: Physical Activities--Sport--Development (Nabeul, Tunisia, February 24-26, 1992). Final Report. = Congres International: Activites physiques--Sport--Developpement (Nabeul, Tunisie, 24-26 fevrier 1992). Rapport final.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Athletics; Cultural Awareness; Developing Nations; *Developmental Programs; Economic Development; Elementary Secondary Education; *International Cooperation; Physical Activities; *Physical Education; Physical Health; Social Development

The aim of this international congress was to strengthen international cooperation in the field of physical education and sport and to promote practical measures based on partnership among government authorities, volunteer organizations, and private national or multinational corporations, by pointing out the contribution that the rational practice of physical activities and sport can make to cultural, economic, and social development. The congress examined four themes: (1) sport and cultural identity; (2) sport in the education of young people; (3) sport and health; and (4) sport and development. This document summarizes presentations at the opening and closing meetings, general discussion on the four themes, and reports of groups working on each of the four themes. A summary of the deliberations offers comments on sport and culture, sport and education, the social dimension of sport, purposes and benefits of sport, risks and aberrations, and sport as an aid to development. Seven recommendations are offered. Two appendixes list the 131 participants from 60 countries and the papers contributed by the participants. (JDD)

ED 370 901 SP 035 234

International Charter of Physical Education and Sport.
PUB DATE- 93
NOTE- 35p.; Text which is merged with artwork may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletics; *Civil Rights; Developmental Programs; Ethics; Individual Needs; International Cooperation; Lifelong Learning; Mass Media Role; Moral Values; Personnel Needs; *Physical Education; Physical Education Facilities; Position Papers; Research Needs
IDENTIFIERS- *UNESCO

The International Charter of Physical Education and Sport was adopted by the General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 1978 and amended in 1991. The charter's purpose is to place the development of physical education and sport at the service of

This study hypothesizes that a sense of personal and teaching efficacy can be explained, in part, by a historical pattern of student achievement performance and workplace context. To measure perceptions of efficacy, power, and school climate, a questionnaire was completed by approximately 1,500 elementary school teachers in the spring terms of 1991, 1992, and 1993. Achievement scores on the Iowa Tests of Basic Skills for 5 years preceding the first survey determined students' historical achievement performance. Findings indicated that context was an important influence on teaching efficacy; that a positive school atmosphere (focused on instruction), the reduction of barriers to effective teaching, and classroom-based decision-making each contributed to teachers' sense of teaching efficacy; and that schools with historically poor achievement tended to have teachers who reported a poorer image of school atmosphere which contributed to poorer perceptions of teaching effectiveness. Results suggest opportunities for improving the self-view of teachers and their profession. Specific recommendations include improvement of the instructional focus and climate of schools and provision of greater opportunity for teachers to participate and be influential in instructional and curricular decisions. A path diagram linking context variables to teaching efficacy is appended. (Contains 23 references.) (LL)

ED 370 920 SP 035 265

Naylor, Alice P.; And Others
Attitudes of Students in Education Classes toward Censorship.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Censorship; Elementary Secondary Education; *Freedom of Information; Freedom of Speech; Higher Education; Literature Reviews; *Moral Values; *Preservice Teacher Education; *Student Attitudes; *Student Characteristics; Value Judgment
IDENTIFIERS- Preservice Teachers

This paper, which includes a lengthy literature review, reports on a study undertaken to determine the attitudes of preservice teachers (N=1,347) towards censorship. Data were collected using a Likert style survey instrument to sample subjects' attitudes toward the unimpeded flow of information in a variety of circumstances. Results generally agreed with findings reported in previous research, i.e., there is a propensity among the American people to favor the free flow of information while objecting to censorship. However, a significant majority of subjects in one or more subgroups within the sample, characterized by gender, race, age, and grade level interest, favored the restriction of the free flow of information in some areas such as magazines with sexually explicit words and/or pictures; words considered offensive to Christians; and descriptions of how to commit criminal acts. Recommendations included a suggestion that teacher educators be encouraged to study aspects of censorship, including their own biases, and foster awareness among their students of issues relating to the free flow of information. Two tables display data on the percentage of respondents within the total sample favoring the free flow of information and the percentage favoring a free flow of information by respondent characteristics. Contains 14 references. (LL)

Department of Defense; Elementary Secondary Education Act Title I; ERIC Digests

This Digest discusses the conversion of military personnel to school employees and describes a U.S. Department of Defense program called "Troops to Teachers" that helps military personnel affected by defense cut-backs pursue new careers as teachers and teachers' aides. Created by Congress in 1992 through the National Defense Authorization Act for Fiscal Year 1993 (Public Law 102-484), the program extends financial assistance to military personnel so they can obtain required teaching credentials and provides partial salary subsidies to enable qualified school districts subsequently to hire these individuals. To obtain credentials and complete the transition as quickly as possible, participants are steered to alternative certification programs, particularly those that award credit for military service or education. Recipients seeking teacher certification must have a bachelor's degree or higher when applying for a $5,000 stipend, while those interested in teachers' aide courses must hold at least an associate's degree. All participants must agree to acquire necessary credentials within two years of their separation from the military and accept full-time employment for five consecutive years in schools that receive federal grants for compensatory education programs. (LL)

ED 370 938 SP 035 295

School Health: Findings from Evaluated Programs.
PUB DATE- 93
NOTE- 117p.; Produced on behalf of the National Coordinating Committee on School Health.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Breakfast Programs; Community Involvement; Educational Environment; Elementary Secondary Education; *Health Education; *Health Promotion; Lunch Programs; Mental Health; *National Programs; Physical Education; *Program Descriptions; Program Design; *Program Evaluation; Program Implementation; School Counseling; School Health Services
IDENTIFIERS- *Comprehensive School Health Programs; *Healthy People 2000

This publication presents findings from evaluations of many school health programs from across the United States. Each program includes at least one of the following eight components of a comprehensive school health program: health education, clinical services, counseling and mental health services, school environment, school food programs, physical education and physical fitness, faculty and staff health promotion, and community coordination. A uniform format incorporates: (1) name and location of the program; (2) a mission statement; (3) target grade level(s); (4) a description of the student population studied in the evaluation; (5) the setting in which the program was evaluated; (6) components of the program, with the major component listed first in italics; (7) dates during which evaluation studies were conducted; (8) agencies and other partners involved in the program; (9) the name, address, and telephone number of a person to contact for more information; (10) a brief narrative description of the program; (11) a summary of the evaluation design used to assess the program, and (12) a synopsis of major findings of the evaluation study, "Healthy People 2000 Objectives and the National Education Goals," and a form that may be completed and returned to

Teachers; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Needs Assessment; Pilot Projects; Program Evaluation; School Districts; *Secondary School Teachers; State Programs; Surveys; Teacher Attitudes; *Test Construction; Workshops
IDENTIFIERS- *Alabama; Focus Groups Approach

The stages of development and reporting of a statewide needs assessment about inservice teacher education that was conducted with educators in Alabama during the 1992-93 school year are described. The first phase was development of a pilot instrument by focus groups. The instrument was tested with 559 workshop participants, and the final instrument incorporated their comments. A two-sided scannable survey was designed, covering demographic information and educator preferences about inservice workshop formats and topics. A statewide response rate of 79 percent was achieved; over 32,000 educators, mainly classroom teachers, responded to the survey. The design of the report was a joint effort of the State Department of Education, a university representative, and staff from the Assessment and Evaluation Laboratory of the University of Alabama. Reports were prepared for system, inservice center, and state levels. Responses gave the state valuable information about the inservice needs of state educators and provided each inservice center with data to use in planning the coming year. Appendix A is the instrument and Appendix B presents result summaries in eight tables. (SLD)

ED 370 957 TM 021 098

Bezruczko, Nikolaus
Development and Evaluation of a Visual Arts Achievement Test.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Apr 92
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Art Education; Content Validity; Correlation; Educational Assessment; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Grade 3; Grade 7; High School Students; *Item Response Theory; Kindergarten; Reliability; Scores; *Test Construction; Test Items; Test Validity; *Visual Arts
IDENTIFIERS- Chicago Public Schools IL; Rasch Model

Internal structure and external validity of 39 multiple-choice visual arts achievement test items were examined. These items were developed to assess grade 3 visual arts achievement for a statewide model of a fine arts curriculum. Item responses were evaluated in terms of: (1) fit to the one-parameter Rasch measurement model; (2) item-total correlations and alpha reliability; (3) total score comparisons between art- and non-art-educated groups in kindergarten, grade 3, grade 7, and high school (over 900 students in all); and (4) comparison of art- and non-art-educated groups on six components of visual learning. Most items generally fit a unidimensional measurement model, with good alpha reliability, although six items showed marginal or poor fit. Art-educated students scored higher in each grade, and when items were grouped into the six components of visual arts achievement, art- and non-art-educated students differed significantly as expected, except for knowledge of tools, where no significant difference was noted. This method

(OBE) in one school district 5 years after its adoption. The study is guided by constructivist theory and a perspective that policy studies can have an important problem-finding function. The basic assumption of the OBE approach, that educational improvement depends on a shift in focus to outcomes and greater accountability for results, was adopted in a small city school district in Washington as "outcome-driven education" (ODE). Data sources include open-ended interviews with 13 district administrators (central staff and school principals and assistants) and a collection of relevant documents. The impact of ODE is seen in both outputs, or changes in practice, and outcomes, or effects of these changes. Although findings are limited in that they are based on administrators' perceptions, the most significant result is the value ascribed to ODE in stimulating an inspirational vision and the acknowledgement that teaming, an input mechanism, is the most valued mechanism or aspect of the ODE model. Results suggest that the value of OBE may lie in its contributions to professional accountability. (Contains 27 references.) (SLD)

ED 370 977 TM 021 550

Puncochar, Judith; And Others
When Two Heads Are Worse than One, Revisited: Confidence Resolutions by Individuals in Structured Learning Groups.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Confidence Testing; *Decision Making; Graduate Students; Group Dynamics; Higher Education; Knowledge Level; Metacognition; Multiple Choice Tests; *Self Concept; Small Group Instruction; Testing Problems; Test Results; Undergraduate Students
IDENTIFIERS- Accuracy; Majority Role; *Overconfidence

Individual and group assessments of quiz accuracy and students' discrimination of what they know and what they do not know regarding course material were examined using confidence ratings from 22 graduate students, 47 undergraduates, and their 23 heterogeneous learning groups over 6 quizzes. Students first took each multiple choice quiz as individuals and then as a group. Students received instruction regarding metamemory, confidence calibrations, and overconfidence after the first three quizzes. It was hypothesized that individuals and their groups would use this information to adjust their confidence ratings to discriminate appropriately between correct and wrong quiz answers. Within groups, students improved their accuracy, but did not appropriately adjust their confidence judgments. Moreover, the improved accuracy in groups came at a cost of increased confidence for wrong answers. Neither relevant information about metamemory nor assignment to structured learning groups was effective at improving students' assignments of confidence judgments, and may even have made it worse. Factors affecting group decision making appear to be high individual confidence and a majority effect, with educational status a marginally contributing component. There are six figures and two tables. (Contains 19 references.) (Author/SLD)

ED 370 978 TM 021 557

design course. Most were full-time teachers pursuing the master's degree part-time. Students were administered a variety of instruments to assess each aspect of Cemen's model. A questionnaire was developed to assess prior experiences, and students completed the Mathematics Anxiety Rating Scale and an instructor and course evaluation instrument, as well as the Intelligence subscale of the Adult Self-Perception Profile. Students also rated their anxiety about the course. Results showed that how one views one's own intelligence is inversely related to mathematics anxiety and is inversely related to anxiety about research design. However, none of these variables is related to achievement in research design. Prior experience with mathematics and science is not related to any variable studied. The study provides evidence for a portion of Cemen's model, with the measure of dispositional antecedents related to the anxiety reaction over research design. (Contains 35 references.) (SLD)

ED 370 997 TM 021 605

Keffer, Gerard T.; And Others
Government Finances: 1990-91.
PUB DATE- Nov 93
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Census Figures; *Expenditures; *Federal Government; Financial Support; Government Role; *Income; *Local Government; National Surveys; Reference Materials; *State Government; Tables (Data)
IDENTIFIERS- Debt (Financial); *Finance; Financial Reports

The Bureau of the Census conducts an annual survey of government finances that covers the entire range of government activities, revenues, expenditures, debts, and assets. This report provides a comprehensive summary of annual findings, giving data by level (Federal, state, and local), by state area, and by type of government. Tables present details of revenue by type, expenditure by object and function, indebtedness by term, and assets by purpose and type. Data are grouped into the following categories: (1) summary tables; (2) revenue; (3) expenditure; (4) debt and cash and security holdings; (5) utilities; (6) insurance trust; (7) state and local government findings; (8) relational statistics and rankings; and (9) population and personal income. Information about education is presented as appropriate to the table, particularly for state and local government expenditures. Five appendixes contain information on definitions and methodology. Thirty-five tables present financial data. (SLD)

ED 370 998 TM 021 607

Croft, Cedric
The Conflicting World of Standards-Based Assessment.
PUB DATE- Dec 93
NOTE- 20p.; Paper presented at the National Conference of the New Zealand Association for Research in Education (15th, Hamilton, New Zealand, December 2-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Competence; *Criterion

narrative, that were based on the same underlying spatial configuration and later answered three types of inference questions about spatial information. Each group was instructed to anticipate one of the three types of questions: global perspective questions, spatial orientation questions, or order inference questions. Results indicated that readers constructed a two-dimensional mental model when they anticipated global perspective questions, whereas they built a one-dimensional mental model when they expected order inference questions. The results showed similar data patterns obtained in the previous studies (Ohtsuka, 1990, 1993a, 1993b) where three text genres produced different models without any specific instructions. Therefore, the findings suggest that subjects' different task expectations, at least in part, account for the effect of genre type on mental models. Three appendixes give examples of experimental passages, lists of inference questions, and instructions. Included are one table and six figures. (Contains 13 references.) (Author/SLD)

ED 371 018 TM 021 649

Thrailkill, Nancy J.; Ormrod, Jeanne Ellis
Facilitating Lecture Recall: The Effects of Embedded Imagery-Evoking Phrases.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; *Imagery; *Lecture Method; Memory; Multiple Choice Tests; Notetaking; *Recall (Psychology); *Time Factors (Learning); Undergraduate Students; *Visualization
IDENTIFIERS- *Embedded Items

Three experiments describe the effects of imagery on learning a large and integrated body of information from a college lecture. It was hypothesized that high-imagery phrases would be more easily recalled and would promote recall of abstract verbal phrases in close temporal proximity to them. In experiment 1, 22 undergraduates attended a lecture without taking notes and then wrote down what they recalled before taking a multiple-choice test. In experiment 2, 23 undergraduates participated in a similar experiment with added instructions and a delay between lecture and testing. In experiment 3, 29 subjects were randomly assigned to notetaking or imaging conditions, with a 2-day interval and only the multiple choice (no free recall) test given. All three experiments indicate that highly visualizable material facilitates recall of nonvisual material presented in close proximity to it. Implications for classroom practice are discussed. Three appendixes contain the lecture text, the quiz, and free recall responses. (Contains 12 references.) (SLD)

ED 371 019 TM 021 650

Wang, Yu-Chung Lawrence
Robustness of Unidimensional IRT Calibration in the Presence of Essential Dimensionality.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

Subjects were 66 members of the National Society for Performance and Instruction (NSPI) (Canada). The questionnaire asked how often subjects performed particular activities in ID in a variety of contexts. Questions about the individual's introduction to ID and the references the subject found most useful were added. Responses indicate that there is a consensus among practitioners that the 11 listed tasks form the core of the ID process. While some respondents added tasks, others deleted some to emphasize different aspects of ID. Although there was great heterogeneity of introduction to ID, responses were surprisingly homogeneous. Differences between these responses and those of the previous study are analyzed. One table presents survey findings. (Contains 6 references.) (SLD)

ED 371 038 TM 021 742

Nandakumar, Ratna
Development of a Valid Subtest for Assessment of DIF/Bias.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Computer Simulation; Construct Validity; *Educational Assessment; Equal Education; *Item Bias; Research Methodology; *Test Construction; Test Items; Test Results
IDENTIFIERS- *DIMTEST (Computer Program); *Multidimensionality (Tests)

By definition, differential item functioning (DIF) refers to unequal probabilities of a correct response to a test item by examinees from two groups when controlled for their ability differences. Simulation results are presented for an attempt to purify a test by separating out multidimensional items under the assumption that the intent of the test constructors was to construct a unidimensional test for a given population. The procedure used to arrive at the purified and essentially unidimensional subtest used the multidimensional theory of DIF/bias proposed by Shealy and Stout (1993) and the statistical procedure DIMTEST for assessing essential unidimensionality. When applicable, the proposed methodology leads to a statistically validated construct valid subtest that can be used in the matching criterion for DIF/bias analysis. This methodology can be applied to an internal or external matching criterion. It is only applicable when the majority of test items are tapping the intended ability for a given population, while a few items are tapping other major abilities in addition to the intended ability. This method is not applicable when DIF/bias is pervasive. Ten tables summarize analysis results. (Contains 28 references.) (SLD)

ED 371 039 TM 021 743

Rominger, Robert L., III
Preparing To Assess Families in Treatment: Reliability and Validity of a Family Affiliation Measure.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Based on "Comparing Family Members' Perceptions of the Family: An Assessment of the Family Unit" by R. L. Rominger, III. (Unpublished doctoral dissertation, Indiana University,

under SBM were able to achieve numerous small-scale improvements. The report provides a series of recommendations for school districts and individual schools to increase the likelihood of successful implementation of decentralization efforts such as SBM. The findings and recommendations cover such issues as (1) the extent of decentralization of budgeting expenditure and personnel decisions, (2) the role of site councils and department heads, and (3) communication and training needs. Appendixes list participating schools and districts and contain a literature review. (Contains 117 references.) (Author/SLD)

ED 371 058 UD 029 888

Brayfield, April A.; And Others
Caring for Children in Low-Income Families: A Substudy of the National Child Care Survey, 1990. A National Association for the Education of Young Children (NAEYC) Study. Urban Institute Report 93-2.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; National Association for the Education of Young Children, Washington, D.C.
PUB DATE- 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; Budgeting; Child Caregivers; *Child Rearing; *Day Care; Day Care Effects; *Employed Parents; *Family Financial Resources; *Low Income Groups; National Surveys; Poverty; Research Methodology; *Urban Areas
IDENTIFIERS- Caring; *National Child Care Survey 1990

This report examines the care arrangements of children under age 13 who are in families with annual incomes below $15,000 using nationally representative data from the National Child Care Survey 1990 and its low-income-data supplement. Although many low-income children are cared for exclusively by their parents, supplementary care arrangements play an important part in the lives of the majority of low-income children. For many families, child care consists of a combination of arrangements, and many children use more than one type each week. One of the most important findings is that care arrangements used by children with employed mothers are quite similar to those used by unemployed mothers enrolled in education or training programs. Child care financially burdens many families, and low-income families spend a substantially greater share of their income on the care of their children. Families in poverty spend an even higher proportion of their family budget on child care than other low-income families. Nevertheless, the majority of low-income families report that they do not receive any financial assistance with their supplemental arrangements. Four appendixes provide information about the study methodology and a glossary. Eleven tables, 36 figures. (Contains 5 references.) (Author/SLD)

ED 371 059 UD 029 889

Mincy, Ronald B., Ed.
Nurturing Young Black Males. Challenges to Agencies, Programs, and Social Policy.
PUB DATE- 94
NOTE- 251p.
LANGUAGE- English

ED 371 080 UD 029 917

Musante, Patricia
The Seward Park Family Literacy Program. Final Evaluation Report 1992-93. OREA Report.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adults; *Cantonese; English (Second Language); *Family Programs; High Schools; Limited English Speaking; *Literacy Education; *Mandarin Chinese; *Parent Education; Parent Participation; Parent School Relationship; *Spanish Speaking; Summer Programs
IDENTIFIERS- Elementary Secondary Education Act Title VII; Family Literacy; New York City Board of Education

The Seward Park Family Literacy Program was an Elementary and Secondary Education Act Title VII-funded project in its second year of operation at Seward Park High School in Manhattan (New York). In 1992-93 the program served Cantonese-, Mandarin-, and Spanish-speaking adults of limited English proficiency with instruction in English as a second language (ESL) and a course to increase their knowledge of the school system and its resources. They were also offered information on the prevention of AIDS. In addition, they were offered the opportunity to attend the Summer Parent Center. The program met its objectives in improving English reading and writing skills and increasing parental knowledge of the school system. It partially met its objectives for improving English conversation skills. Objectives for increasing parent attendance at school activities could not be measured. Evaluation recommendations include exploring additional techniques to increase student acquisition of English conversational skills and providing complete pre- and post-survey data on participation in school activities for complete evaluation. Three tables present evaluation findings. Appendixes list instructional materials and class schedules. (SLD)

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ED 371 081 UD 029 918

Morse, Ann
America's Newcomers: Employment and Training Programs for Immigrants and Refugees. Issue Paper No. 3. Immigrant Policy Project.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Oct 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; Employment; Ethnic Groups; *Federal Programs; *Government Role; *Immigrants; Job Training; *Labor Force Development; Labor Market; Minority Groups; Needs Assessment; Policy Formation; Program Descriptions; Public Policy; *Refugees; Vocational Education
IDENTIFIERS- Immigration Reform and Control Act 1986; Job Opportunities and Basic Skills Program; *Job Training Partnership Act 1982

Realities of a multilingual, multiethnic workforce and the services available in the current employment and training system are discussed in this report, which outlines the main Federal programs that provide employment and training for the foreign-born. Also highlighted are issues raised by findings from prior program evaluations. (SLD)

ED 371 101 UD 029 954

Webster, William J.; Chadbourn, Russell A.
The Evaluation of Project SEED, 1990-91.
PUB DATE- Jan 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Control Groups; Disadvantaged Youth; Elementary Education; Elementary School Students; Longitudinal Studies; *Mathematical Concepts; Mathematicians; Mathematics Achievement; *Mathematics Instruction; Principals; Program Evaluation; Scientists; Student Attitudes; *Teachers
IDENTIFIERS- *Dallas Independent School District TX; Iowa Tests of Basic Skills; Project SEED (Disadvantaged Youth); Socratic Method

Project Special Elementary Education for the Disadvantaged (SEED) is a national program in which professional mathematicians and scientists from universities and industry teach abstract, conceptually oriented mathematics to full-sized classes of elementary school children as a supplement to their regular mathematics instruction. In the Dallas (Texas) public schools the Socratic group-discovery approach of Project SEED was used with all grade levels in elementary schools with high percentages of minority and low-income students. The 1990-91 evaluation considered the impact of Project SEED on students in the Dallas Learning Centers program as well as on those not in the Learning Centers. Achievement test results of more than 1,300 students in grades 4 through 6 were compared with those of non-SEED students. An immediate impact could be measured after one semester of SEED instruction, and there was a cumulative impact of more than one semester. Retention of mathematics skills was apparent as long as 4 years after SEED instruction, and Project SEED students were more likely to enroll in advanced mathematics in secondary school. Twelve tables and five figures present evaluation findings. (Contains 4 references.) (SLD)

ED 371 102 UD 029 955

Myers, Ernest R.
Multiculturalism as a Basis for Empowerment and Societal Reform.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Blacks; *Civil Rights; Cultural Awareness; Curriculum Development; Elementary Secondary Education; *Equal Education; Ethnic Groups; Higher Education; *Multicultural Education; *Racial Bias; Racial Discrimination; *Social Change; *United States History
IDENTIFIERS- African Americans; *Empowerment; Reform Efforts

During the past 2 decades, population changes have resulted in a multiethnic society in the United States with cultural diversity beyond the imaginings of the country's founders, whose initial view of the concept of Americanism, and consequently multiculturalism, included racism and slavery. Multiculturalism cannot disunite America, because the country has never been united ethnically and cross-culturally.

Page, Marilyn
National History Day: An Ethnohistorical Case Study or Taking the Lid Off the Pot.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Meeting of the New England Educational Research Organization (Portsmouth, NH, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Critical Thinking; Curriculum Development; Educational Research; High Schools; History; *History Instruction; Learning Activities; Student Motivation
IDENTIFIERS- Active Learning; *National History Day

This document is a study of the dynamics of National History Day (NHD). The report notices a discrepancy between accounts of National History Day and those concerning contemporary history education. Contemporary history instruction was seen as boring and unimportant, while National History Day activities were seen as a fun opportunity for students to learn about historical subjects in depth. The goal of the study was to obtain a realistic portrait of NHD and determine: (1) whether the positive claims for NHD were realistic and founded; (2) why and how the program grew from a local program with 129 students in 1974 to over 500,000 students nationally in 1991; and (3) what implications there were for educational processes and concerns. It includes: a description of the study; findings in relation to the history and development of NHD and to the learning and motivational effects of participation in NHD; implications for educational reform in general and for the teaching and learning of history specifically; and conclusions, dilemmas, and recommendations. The study was an ethnohistorical case study using an approach that combined traditional historiographic methods such as library, documentary, and primary source research with traditional ethnographic procedures such as participant observation and interviewing. The historical foundations and the contemporary dynamics of NHD as well as the relationship between the two elements are described. The study concluded that participation in NHD provided an opportunity to fulfill needs that could not be met in a traditional classroom such as peer interaction and empowerment. Contains 39 references. (DK)

ED 370 842 SO 023 349

A Survey of Attitudes Toward Human Rights and Toward Self in Alberta Schools: Technical Report.
PUB DATE- 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Civil Liberties; Foreign Countries; Grade 8; Grade 11; Human Dignity; *National Surveys; Secondary Education; Secondary School Students; *Self Esteem; *Self Evaluation (Individuals); Social Science Research; *Statistical Analysis; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Alberta

This technical report concerns a 1991 survey of Alberta (Canada) students, teachers, and principals. The survey was designed to determine the extent to which grade 8 and grade 11 students hold positive attitudes about human rights and about themselves. Among the main conclusions drawn from the study are discusses the early codes of the Sumerians and Babylonians, including the code of Hammurabi. The section on the Shari'ah lists the 12 departments into which this body of law is divided: (1) rituals and liturgy; (2) personal status; (3) contracts; (4) torts; (5) criminal law; (6) constitutional law; (7) taxation and public finance; (8) administrative law; (9) land law; (10) law of trade and commerce; (11) international law; and (12) ethics and personal conduct. The article explains that the Shari'ah is derived from the Quran, the sunnah or practices of the prophet Mohammad, consensus of opinion, and reasoning by analogy. In the section on Arab Americans, Ralph Nader, the consumer advocate, and attorneys Russell Mokhiber and George Shibley are profiled. (DK)

ED 370 861 SO 023 865

Creating a Visual Arts Research Agenda toward the 21st Century.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Creativity Research; *Educational Research; Elementary Secondary Education; Higher Education; *Research Needs; Research Opportunities; Teacher Education; *Visual Arts

This document consists of the recommendations of a commission charged to identify and formulate a set of initial recommendations that would provide leadership, guidance, and direction for a specific research agenda in visual arts education. The paper emphasizes that research efforts should be directed at all levels of art education, from preschool through lifelong learning, in a variety of contexts both within and beyond schools, from a variety of populations that include different economic, social, racial, cultural, and gender perspectives. Content areas suggested for an art education research agenda are demographics, conceptual issues, curriculum, instruction, instructional settings, program and instructional evaluation, student learning, and teacher education. Methodologies for research in art education should be chosen to suit the questions asked and not the reverse, suggesting that no matter how a visual arts research agenda is framed, the heart of such a research agenda should be teaching and learning processes, content, and values related to those processes, and the contexts in which learning takes place. The 10 recommendations made are: (1) establishment of a research agenda addressing the following issues; (2) demographic; (3) theoretical, philosophical, and historical issues dealing with content and practices of art instruction; (4) curriculum; (5) instruction; (6) contexts; (7) learning; (8) assessment; (9) teacher education; and (10) establishment of an electronic database to support the agenda. (DK)

ED 370 862 SO 023 891

Verduin-Muller, H. S.
Serving the Knowledge-Based Society: Research on Knowledge Products. Netherlands Geographical Studies 123.
PUB DATE- 91
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

(ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; *Group Activities; Group Discussion; Group Dynamics; *Grouping (Instructional Purposes); Intergroup Relations; *Interpersonal Relationship; Learning Strategies; Small Group Instruction; Student Educational Objectives
IDENTIFIERS- ERIC Digests

In successfully establishing and having students complete group tasks within a cooperative learning framework, 14 essential elements must be present. The elements necessary for cooperative learning are: (1) a clear set of specific student learning outcome objectives; (2) all students in the group accept the targeted outcome; (3) clear and complete set of task-completion directions or instructions; (4) heterogeneous groups; (5) equal opportunity for success; (6) positive interdependence; (7) face-to-face interaction; (8) positive social interaction behaviors and attitudes; (9) access to information students must learn; (10) opportunities to complete required information processing tasks; (11) sufficient time spent learning; (12) individual accountability; (13) public recognition and rewards for group academic success; and (14) post-group reflection on within-group behaviors. Although all of the elements do not have to be used every time the teacher assigns students to work in groups, teachers who fail to include the requirements report far more difficulties with students and group activities and far less student achievement gains than do teachers who meet them. (Author/CK)

ED 370 882 SO 024 087

Titus, Charles
Civic Education for Global Understanding. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship Education; Citizenship Responsibility; *Civics; Elementary Secondary Education; *Global Approach; International Relations; Social Studies; *World Affairs
IDENTIFIERS- ERIC Digests; *Global Education

An approach to citizenship preparation that might be called civic education for global understanding includes a renewed engagement with and dedication to the civic needs of the nation. A need exists for students not only to continue to study the basic concepts and values of democracy but also to gain a broader understanding of the complex and interrelated world. The components of civic education for global human progress. The charter's individual articles address the following concerns: (1) the fundamental right to physical education and sport; (2) physical education and sport as an essential element of lifelong education; (3) meeting individual and social needs; (4) the importance of qualified personnel; (5) adequate facilities and equipment; (6) research and evaluation; (7) protection of the ethical and moral values of physical education and sport; (8) promotion through information and documentation; (9) influence of mass media; (10) role of national institutions; and (11) international cooperation as a prerequisite for the universal and well-balanced promotion of physical education and sport. (JDD)

ED 370 902 SP 035 238

Physical Education Framework for California Public Schools Kindergarten through Grade Twelve.
PUB DATE- 94
NOTE- 100p.; For a related document, see SP 035 239.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adapted Physical Education; Curriculum Development; Educational Strategies; Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; Health Promotion; Interdisciplinary Approach; Life Style; *Movement Education; Outcomes of Education; *Physical Activities; *Physical Education; Physical Education Facilities; Physical Education Teachers; Physical Fitness; Program Design; Resource Materials; Secondary School Teachers; *Self Concept; Skill Development; *Social Behavior
IDENTIFIERS- Age Appropriateness; California; *Comprehensive School Health Programs

This framework describes a developmental, sequential, age-appropriate physical education program designed to provide students of all ages with the knowledge and ability needed to maintain an active, healthy life-style. Three major goals of the curriculum are that students should: (1) develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement; (2) develop and maintain a positive self-image and strive to achieve personal excellence in planned physical activities; and (3) develop appropriate social behaviors by working independently and with others during planned physical activity. The guide, divided into six chapters, provides concepts and strategies that form the foundation of a comprehensive physical education system for kindergarten through grade 12. The chapter titles are: (1) "A Vision for Physical Education"; (2) "Goals and Disciplines for the Physical Education Curriculum"; (3) "Physical Education Guidelines for Kindergarten through Grade 12"; (4) "Environment Needed for a Quality Physical Education Program"; (5) "Quality Instruction in Physical Education"; and (6) "Criteria for Evaluating Instructional Resources." A definition and outcomes of the physically educated person, a program advisory clarifying adapted physical education program services, and a list of publications available from the California Department of Education are appended. (LL)

ED 370 903 SP 035 239

Health Framework for California Public Schools Kindergarten

ED 370 921 SP 035 266

McAninch, Amy Raths
Teacher Thinking and the Case Method: Theory and Future Directions.
PUB DATE- 93
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Case Studies; *Cognitive Style; Educational Environment; Educational Practices; Education Majors; Elementary Secondary Education; Higher Education; Sex Bias; *Teacher Education; *Teacher Educators; *Teaching Methods; *Theory Practice Relationship; Womens Education
IDENTIFIERS- *Case Method (Teaching Technique); Clinical Reasoning; Knowledge Base for Teaching; Reflective Practice; Schwab (Joseph J)

This book provides reasons for the use of the case method in teacher education and argues that decisions about teacher preparation must be grounded in an understanding of how teachers learn, what they see as sources of teaching knowledge, and how their workplaces influence what and how they will continue to learn. If case studies are to support reflective practice, they must help teachers see the value of systematic investigations and theory. The volume's six chapters are introduced in a foreword by Robert Floden. The first chapter summarizes the literature, highlighting the practical orientation of teachers' thinking. The concept of clinical mentality is used to describe the consciousness of teachers generally. In chapter 2, it is shown how the "feminization" of teaching sets teacher education apart from other professional studies. The third chapter demonstrates that clinical consciousness inhibits improvement, even though it is a functional response to the immediate demands of practice. Chapter 4 shows why the case study approaches, dominant in other professions, are not well suited to teacher education. It is argued that, for teacher education, the approach must link theory and practice in a way that will promote connected understanding. Chapter 5 lays out a case study approach that does fit with the goals and students of teacher education. The argument uses ideas from Joseph Schwab to indicate what cases should be like and how they should be used. The final chapter provides some concrete examples--cases of case teaching--to show the connection of theory and practice in teacher education. (Contains approximately 180 references.) (LL)

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ED 370 922 SP 035 267

Sanders, Stephen W.
Designing Preschool Movement Programs.
PUB DATE- 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Lesson Plans; *Movement Education; *Physical Activities; Physical Education; Preschool Children; Preschool Education; Preschool Teachers; *Program Administration; *Program Development; Skill Development

provide information about additional evaluated school health programs are appended. (Contains approximately 100 references.) (LL)

ED 370 939 SP 035 296

Educational Programs That Work: A Catalog of Exemplary Programs Approved by the Joint Dissemination Review Panel. Ninth Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 83
NOTE- 386p.; Issued annually by the National Diffusion Network. For the Eighth Edition, see ED 209 768.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; Adult Education; Art Education; Bilingual Education; *Demonstration Programs; *Diffusion (Communication); Early Childhood Education; Elementary Secondary Education; Environmental Education; Health Education; Inservice Teacher Education; Language Arts; Learning Disabilities; Mathematics Education; Migrant Education; Nontraditional Education; Preservice Teacher Education; *Program Descriptions; School Administration; Science Education; Social Sciences; Special Education; Technology Education; Vocational Education
IDENTIFIERS- Joint Dissemination Review Panel; *National Diffusion Network Programs

This catalog provides an overview of all exemplary educational programs approved for national dissemination by Department of Education (DOE) Review panels, and introduces the National Diffusion Network (NDN), its programs and services to schools. The programs described fall into two categories: Non-funded Developer Demonstrator Projects and Other Projects Approved by the Joint Dissemination Review Panel. Each section presents 12 projects under the headings: (1) Adult Education; (2) Alternative Schools/Programs; (3) Bilingual/Migrant Education; (4) Career/Vocational Education; (5) Early Childhood/Parent Involvement; (6) Environmental Education/Science/Social Science; (7) Organizational Arrangements/Administration; (8) Preservice/Inservice Training; (9) Reading/Language Arts/Mathematics/Writing; (10) Special Education/Learning Disabilities; (11) Arts/Communication/Technology; and (12) Gifted and Talented/Health/Physical Education/Special Interests. Data on each project is comprised of the title, a capsule summary, target audience, program description, evidence of effectiveness, financial and implementation requirements, services available, and name and address of a contact person. Projects are indexed by state, categorical section, ERIC descriptors, and title. Appendices list 50 projects that were approved by the DOE since the 1981 edition of this catalog, including programs that utilize technology, handicapped children's early education outreach programs, and follow-through projects. (LL)

ED 370 940 SP 035 306

Parnell, Dale
LogoLearning: Searching for Meaning in Education.
PUB DATE- 94
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

of assessment appears reliable and valid for children in grade 3 and may be useful for older children as well. An appendix contains a long table of curriculum objectives and interval structure. (Contains 26 references.) (SLD)

ED 370 958 TM 021 249

Cooper, Karen A.; And Others
Rhode Island Public Schools 1992 Education Indicators: Education Outcomes, Community Context, Policies and Practices.
PUB DATE- Feb 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Community; Context Effect; Demography; Educational Finance; Educational Policy; Educational Practices; Elementary Secondary Education; Enrollment; Expenditures; Financial Support; Income; *Outcomes of Education; Public Schools; *School Districts; State Programs; Tables (Data); Teachers; *Test Results
IDENTIFIERS- *Educational Indicators; *Rhode Island

This report, fifth in an annual series, is designed to provide information about Rhode Island schools in the form of educational indicators. The report presents three types of indicators: (1) education outcomes, such as results of student testing and other measures of success; (2) community context, including demographic, enrollment, and financial-resource information; and (3) policies and practices, including information on programs and operations. Six graphs (reading, mathematics, language arts, health knowledge, physical fitness, and writing) present statewide outcomes, and the same format is used for each of the 37 school districts. In tabular form, summary information is given for the state as a whole and the districts for test scores, enrollment, size, resources, revenues, approvals, staff, instruction, and expenditures. (SLD)

ED 370 959 TM 021 461

Royeen, Charlotte Brasic; And Others
Measuring Parent and Professional Attitudes about the (IFSP) Individualized Family Service Plan: A Preliminary Report.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Delivery Systems; Early Intervention; Federal Legislation; *Individualized Family Service Plans; Item Analysis; *Measurement Techniques; Parent Attitudes; *Parents; *Professional Personnel; Psychometrics; Services; *Test Construction; Test Format; Test Items; Test Reliability; Test Validity
IDENTIFIERS- Focus Groups Approach

This paper is a preliminary report on the development of alternate forms of an attitude scale to assess parents' and professionals' views toward the Individualized Family Service Plan (IFSP) process, a process evolving as a result of Federal regulations regarding early-intervention services. Development

Whitehead, Jack
How Teacher-Researchers Are Creating a New Form of Educational Knowledge.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; Competence; Curriculum; Curriculum Development; *Educational Research; *Educational Theories; Higher Education; *Knowledge Level; Models; Teacher Education; Teacher Educators; *Tutors
IDENTIFIERS- *Action Reflection Relationship; *Teacher Researchers

A new form of knowledge proposed for a teacher education curriculum is dialogical and grounded in an educational researcher's experience of existing as a living contradiction within the politics of truth of a university. It includes a systematic form of action-reflection cycle and depends for its generalizability on teacher researchers producing descriptions and explanations of their own educational development (their living educational theories) as they explore questions of the improvement of the quality of student learning. These educational theories are considered in Part One. Part Two describes an action research and educational theory case study based on the professional educational knowledge of competent teachers. It is argued that a teacher education curriculum for novice teachers should be related to the educational theories of competent teachers. This is shown in action in the educational theory of a university tutor in an educative relationship with a novice teacher as she forms an educational inquiry, defines her values, and is encouraged to gather evidence on the quality of her pupils' learning. Part Three draws the implications of a living educational theory for a teacher education curriculum and relates it to a practical science "model" and a common-sense "model" of teacher education. (Contains 36 references.) (Author/SLD)

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ED 370 979 TM 021 558

Griffith, Jeanne E; And Others
Understanding the Performance of U.S. Students on International Assessments. Education Policy Issues: Statistical Perspectives.
PUB DATE- Feb 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Academic Achievement; Comparative Analysis; Course Selection (Students); *Curriculum; Educational Quality; Educational Research; Elementary Secondary Education; Foreign Countries; Homework; *International Studies; *Mathematics Achievement; Teacher Expectations of Students; Teaching Methods; Television; *Time Factors (Learning)
IDENTIFIERS- Effort; *Science Achievement

International comparisons show that U.S. students perform well in reading, less well in science, and more poorly still in mathematics. Researchers have found that several factors in combination appear responsible for the complex pattern of achievement, and no quick fix appears available for problem areas. Research suggests that it is quality and content of

Referenced Tests; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Measurement Techniques; *National Competency Tests; Needs Assessment; Norm Referenced Tests; Reliability; Research Needs; Skill Development; Standards; Validity
IDENTIFIERS- National Qualifications Framework (New Zealand); *New Zealand

Standards-based assessment, or at least the concept of standards-based assessment, will provide a key strategy for the implementation of the New Zealand National Qualifications Framework. This paper considers the meaning of standards-based assessment and its role in New Zealand's assessment for nationally recognized qualifications. Standards-based assessment, which can be divided into competency-based and achievement-based assessments, is distinguished from norm-referenced assessment in that the measurement or outcome is assessed against some fixed criterion or level of achievement known as a standard. Competency-based assessment is then based on the presence or absence of a set of skills, while achievement-based assessment refers to the extent to which skills are present. Regardless of whether New Zealand has overemphasized the importance of standards-based assessment over norm-referenced assessment, establishing the validity and reliability of standards-based assessment and researching the questions that will enhance these qualities would seem to be a priority. (Contains 12 references.) (SLD)

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ED 370 999 TM 021 610

Thompson, Bruce
The Revised Program Evaluation Standards and Their Correlation with the Evaluation Use Literature.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Evaluation Utilization; *Evaluators; Literature Reviews; *Program Evaluation; *Responsibility; *Standards
IDENTIFIERS- *Joint Committee on Standards for Educ Evaluation

Various strategies for optimizing the use of program evaluation information are recommended, based on a thorough evaluation of the literature. The recently revised "Program Evaluation Standards" (Joint Committee, 1994) are then reviewed point by point as regards sensitivity to these recommendations. It appears that the new standards generally incorporate what the literature suggests should be regarded as "best practice." The revised standards place the onus of considerable responsibility for promoting use on the shoulders of the evaluators themselves. (Contains 153 references.) (Author/SLD)

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ED 371 000 TM 021 612

Harmon, David J.; Jones, Jeanie
Individual and Collaborative Action Research in a Large School District.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Educational Assessment; Estimation (Mathematics); *Item Response Theory; *Robustness (Statistics); *Sample Size; *Selection; Test Format; *Test Items
IDENTIFIERS- *Calibration; DIMTEST (Computer Program); Invariance; Item Calibration; *Unidimensionality (Tests)

The first purpose of this study was to investigate the stability of two essential dimensionality measures across 10 random samples within a particular assessment item (AT1) selection. Other purposes were to investigate the discrepancy of the essential unidimensionality estimates for a test across different AT1 selections and sample sizes and to investigate the validity of replacing the item response theory (IRT) unidimensionality assumption with the essential unidimensionality assumption using the existence of the invariance property of item parameters as a criterion. Results indicate that the stability of two essential unidimensionality measures is low for some tests across 10 random samples, but the correlation is high within the same sample. The essential dimensionality results for four tests across four different AT1 assignments were also different, indicating that the essential dimensionality estimate for a test is related to the characteristics of AT1 items. It was found that reducing sample size or reducing the number of test items and AT1 items does not assure unidimensionality. Relationships between the existence of the item invariance property and the essentially unidimensional item calibrations are low across test forms and mathematics areas. A further study of the criteria of AT1 items is needed to enhance the validity of replacing the IRT unidimensionality assumption by the essential unidimensionality assumption. Fourteen tables present the data. (Contains 13 references.) (Author/SLD)

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ED 371 020 TM 021 651

Kvale, Steinar
Validation as Communication and Action: On the Social Construction of Validity.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Constructivism (Learning); Definitions; Generalizability Theory; *Psychometrics; Reliability; *Research Methodology; *Validity
IDENTIFIERS- Correspondence Theory; Discourse; *Postmodernism; *Social Construction

Arguments are presented for conceptualizing validity within a postmodern approach. Validity, reliability, and generalizability have been a holy trinity of social science research, and standard definitions of validity have been taken from criteria developed for psychometric tests. From a postmodern point of view, validity is sometimes discarded as a leftover from a modernist correspondence theory of truth. One consequence of departing from a modern correspondence theory is

Bloomington, IN, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *College Students; Counseling; Discriminant Analysis; Evaluation Methods; Family Attitudes; *Family Relationship; Females; Higher Education; Males; Measurement Techniques; Measures (Individuals); *Parents; Prediction; *Research Methodology; Scores; *Social Support Groups; Test Construction
IDENTIFIERS- Family Environment Scale

Two studies evaluated a technique for combining perceptions family members have of their families into measures of the family as a unit. Study 1 tested the reliability of an individually administered measure of family support and affiliation created to serve as a basis for aggregated family indices. Two existing family-assessment methods were adapted and administered to 71 subjects, mostly graduate and undergraduate students, who rated their own family relationships from a child or parent perspective. Across five subscales and four samples (parents, children, males, females), internal consistency ranged from .60 to .95, with an average of .88. In study 2, the instrument was administered along with the Family Environment Scale (FES) (Moos and Moos, 1986) to families in crisis, families in counseling, and community families (n=24 families). Indices based on agreement in family members' ratings (convergence) correlated positively with FES Cohesion and Expressiveness and negatively with FES Family Incongruence, supporting the notion of convergence as a measurable family trait. Discriminant analyses demonstrated a consistent superiority of agreement-based family indices over individual scores for predicting family criterion group membership. Appendixes contain the questionnaire and two clinical cases. (Contains 10 references and 5 tables.) (Author/SLD)

ED 371 040 TM 021 744

Burley, Hansel E.
A Meta-Analysis of the Effects of Developmental Studies Programs on College Student Achievement, Attitude, and Persistence.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Students; *Developmental Studies Programs; Educationally Disadvantaged; *Effect Size; Higher Education; High Risk Students; Individual Development; *Meta Analysis; Persistence; Program Evaluation; *Remedial Programs; Student Attitudes; Student Improvement; Theory Practice Relationship

Because of the tremendous growth in college populations in the last 30 years, the number of programs designed to help underprepared students has grown significantly. Whether or not these programs work is still in question. This study used the meta-analysis techniques of Glas (1976) and Hedges (1985) to study a subset of developmental studies programs that did not specify the subject matter taught. Twenty-seven studies produced 40 effect sizes. The overall effect size was small

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Black Youth; Child Development; *Community Programs; Elementary Secondary Education; Financial Support; *High Risk Students; *Males; Needs Assessment; *Policy Formation; Public Policy; Urban Problems; Urban Schools; *Youth Programs
IDENTIFIERS- African Americans; Afrocentrism; *Nurturance

This fundamentally encouraging book describes programs that offer young Black males from high-risk environments the same nurturing opportunities that other young people have to develop the competencies needed for adulthood. Chapters and their authors are (1) "Introduction" (Ronald B. Mincy); (2) "Adolescent Development" (Courtland C. Lee); (3) "From Deterrence to Development: Shifting the Focus of Youth Programs for African-American Males" (Karen Johnson Pittman and Shepherd Zeldin); (4) "How Professionals in Community-Based Programs Perceive and Respond to the Needs of Black Male Youth" (Ronald F. Ferguson); (5) "Afrocentrism and African-American Male Youths" (Morris F. X. Jeff, Jr.); (6) "Traditional Youth Service Systems and Their Work with Young Black Males" (Jane Quinn); (7) "Toward a National Youth Development Policy for Young African-American Males: the Choices Policymakers Face" (Andrew B. Hahn); and (8) "Conclusions and Implications" (Ronald B. Mincy). Appendix A by Susan J. Wiener is titled, "Funding Youth Development Programs for Young Black Males: The Little We Know." Appendix B gives examples of nurturing programs. Twelve tables and four figures present study data. (Contains 35 references.) (SLD)

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ED 371 060 UD 029 890

Sommers, Meredith; And Others
Rigoberta Menchu: The Prize that Broke the Silence. An Activity-based Packet on the Relationship between Guatemala and the United States.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; *Civil Liberties; Cross Cultural Studies; *Cultural Awareness; Cultural Background; Cultural Differences; Ethnic Groups; Family Environment; Family Life; Food; Foreign Countries; History; *Indigenous Populations; Latin American History; *Peace; Secondary Education; Simulation; United States History
IDENTIFIERS- *Guatemala; *Menchu (Rigoberta); Nobel Prizes; United States; Village Life

This educational packet is produced as a tribute to Guatemalan activist and Nobel Peace prize winner, Rigoberta Menchu, and in honor of the Year of Indigenous People, 1993, as declared by the United Nations. The core of the packet is a simulation exercise based on an indigenous family in a Guatemalan village on the day the Peace prize was announced. The impact of the award is explored in the context of village life. The packet is organized around the themes of family, relationship on a global scale, and responsible leadership. The life of Rigoberta Menchu shows how events in her life led to her development as a leader. Background information is provided on Guatemala, and discussion questions and projects are provided to examine participants in the Immigrant Policy Project's regional meetings in 1992-93. The main Federal programs that provide employment and training services are the Job Training Partnership Act (JTPA) for disadvantaged adults and youth and the Job Opportunities and Basic Skills (JOBS) program. Participation by immigrants is hard to track, because these programs track participants by ethnicity. Two programs within the Department of Health and Human Services, the State Legalization Impact Assistance Grants and the Office of Refugee Resettlement, also provide employment, job training, and educational services for immigrants and aliens legalized under the Immigration Reform and Control Act. These and other programs reflect the projection that immigrants will become a significant proportion of the nation's workforce. Programs that have been successful should become the basis for additional efforts to meet the needs of the growing immigrant population. (Contains 28 references.) (SLD)

ED 371 082 UD 029 919

Formisano, Ronald P.
Boston against Busing: Race, Class, and Ethnicity in the 1960s and 1970s.
PUB DATE- 91
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Busing; Court Litigation; *Desegregation Effects; Desegregation Plans; Educational History; Elementary Secondary Education; Low Income Groups; *Parent Attitudes; Racial Composition; *Racially Balanced Schools; *School Desegregation; Social Class; Urban Problems; *Urban Schools
IDENTIFIERS- Boston Public Schools MA; *Massachusetts (Boston)

This study of the reaction to forced busing in Boston (Massachusetts) that emerged in 1974 illustrates the persistence of race and class discrimination and the counterproductiveness of some imposed solutions. It is focused on white antibusing groups and the complexities of opposition to busing. Racism is essential to understanding the Boston response, but it is not the sole explanation of the resistance to court-ordered desegregation. Nor was the antibusing response a simple manifestation of class conflict, although that undoubtedly played a role. The situation in Boston is examined from its beginnings in the late 1960s and early 1970s through its winding down in the 1980s. The experiences of Boston, and those of school desegregation plans in general, show that partial remedies and remedies that are aimed only at less-affluent Whites are doomed to failure. What has worked best are plans with clear legal requirements consistently enforced by the courts, plans that do not leave out sectors of the population or allow escape over political boundaries. Five tables in the text and three in an appendix of citizen-survey results present findings about public opinion. (SLD)

ED 371 083 UD 029 920

Moore, Jack B.
Skinheads. Shaved for Battle. A Cultural History of American Skinheads.
PUB DATE- 93
NOTE- 204p.
LANGUAGE- English

Multiculturalism as a social movement in America has the revolutionary potential of the Civil Rights movement. The National Association for Multicultural Education (NAME) is providing courageous leadership in the effort to include multicultural content in all educational curricula in the nation's education systems. The National Association for Equal Opportunity in Higher Education (NAFEO) has led the struggle for equity in higher education for African Americans and other ethnic minorities for a quarter of a century. NAFEO finds itself well placed to lead in the multicultural education movement, a movement that empowers the global and national reality of cultural diversity. (Contains 7 references.) (SLD)

ED 371 103 UD 029 956

Morra, Linda G.
School-Age Children: Poverty and Diversity Challenge Schools Nationwide. Testimony before the Committee on Labor and Human Resources and the Subcommittee on Education, Arts and Humanities, U.S. Senate.
PUB DATE- 16 Mar 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Educational Change; Educational Policy; Elementary School Students; Elementary Secondary Education; Enrollment; Ethnic Groups; High Risk Students; *Immigrants; Low Income Groups; *Poverty; Racial Differences; Rural Schools; Secondary School Students; *Urban Schools

Changes in the face of school-age America have profound implications for educational policy. As of 1990, 1 of 6 children lived in poverty, and a growing number were from diverse racial and ethnic backgrounds. In addition, more than one in six of the nation's third graders changed schools frequently. This mobility is just one aspect of changing conditions that strain the economic and professional capabilities of the nation's schools. In the 1980s, the number of poor school children increased to 7.6 million as the total school age population declined by 2.3 million. Since then, child poverty has continued to increase, as it has become national in scope, spreading beyond the traditional large city and isolated rural areas. As the poor school-age population has increased, the numbers of immigrant and at-risk children have grown and have become scattered throughout the nation. Policymakers and school officials must assist all children and must work with a greater diversity than ever before under increasing cost constraints. (SLD)

ED 371 104 UD 029 957

Riley, Richard W.
Fulfilling the Promise of Brown.
PUB DATE- 17 May 94
NOTE- 13p.; Remarks prepared for Richard W. Riley, U.S. Secretary of Education, on the 40th Anniversary of "Brown v Board of Education" at the Georgetown University Law Center, Washington, DC, May 17, 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference

that, overall, Alberta students have positive attitudes toward themselves and others, and that principals and teachers expressed generally positive views about their students' self-concept and attitudes toward human rights. This report presents detailed information about the survey, including statistical analyses. Following a summary report on the survey, the technical report is organized into 10 sections: (1) Introduction; (2) Development of the Scales; (3) Student Survey Score Averages, Average Scores for Items, and Percentage of Negative, Neutral, and Positive Responses for Each Item; (4) Summary of Students' Comments; (5) Decile Norms for Schools, Based on the Student Survey; (6) Interpreting Data from Teachers' and Principals' Surveys; (7) Relationship Between School Rankings and Principals' Responses; (8) Summary of Comments by Teachers and Principals; (9) Summary of Observations, Conclusions, and Recommendations; (10) Some Final Considerations. Three appendices are also included: (1) Information and instructions sent to schools, and Suggested letter to parents; (2) Survey instruments; and (3) Correlation between pairs of subscales broken down by grade and gender. (DB)

ED 370 843 SO 023 453

Fleisch, Brahm
American Influences on the Development of Social and Educational Research in South Africa, 1929-1943.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; *Educational Development; Educational History; Educational Planning; *Educational Policy; Foreign Countries; *Institutional Cooperation; Partnerships in Education; *Politics of Education; Public Policy; *Social Sciences
IDENTIFIERS- Carnegie Corporation; Malherbe (Ernest Gideion); *South Africa; *United States

The United States influenced the origins, elaboration, and implementation of the politics of knowledge between social science and policy in the South African National Bureau for Educational and Social Research. Divided into six sections, the historical analysis of the Bureau: (1) examined the context within which the Bureau emerged, the origins of the new paradigm, and the organization of the Bureau; (2) looked at the first major study in the new paradigm; (3) explored the Bureau's role in intelligence testing; (4) examined the efficiency surveys in African education; (5) studied the Bureau's involvement in educational measurement; and (6) evaluated the Bureau's bilingual survey and its consequences. Established in 1929 as an informal information gathering and research division within the South African Union Department of Education, the Bureau became the center of the development of a new relationship between social science and policy in South Africa. Four years after the Bureau's foundation, its potential influence increased with a substantial grant from the Carnegie Corporation of New York (United States). The foreign funding enabled the Bureau to sponsor, conduct, and publish social science research as well as build a national library on education and the social sciences. Although temporarily closed in 1940 for the duration of World War II, the Bureau continued

DESCRIPTORS- Adult Education; Educational Research; *Geography; *Geography Instruction; Higher Education; *Information Dissemination; *Instructional Materials; Mass Instruction; Secondary Education; Social Studies

This document gives an account of the research and development of educational projects for geography instruction. The book is divided into three parts: (1) the Hong Kong experiment, stretching from 1957 to 1964; (2) a search for theory and method to design educational geography information, spanning 1974 to 1984; and (3) exploring the construction of geographical knowledge products, from 1987 to 1990. Each part is divided into: an introduction and context; posing the problem; plan or organization of the project; the course or process of the project; conclusions and recommendations, and references. The document stresses the interrelatedness of the three periods of research toward increasing understanding of effective geography instruction. The study in the first part consisted of a comparative study of an original documentary film for public information and an adapted version with reference to its usefulness in geography teaching in formal education. The purpose was to discover whether a documentary film with typical geographical features could be made to serve geographical education so that the content would be understood. The experimenters concluded that the inclusion of maps would greatly increase the effectiveness of the films. The second part deals with a graduate level study of geography instruction for both traditional formal education, and for adult education, that would meet the demographic changes in society. The third part of the book describes individual studies focused on the design of geographical information for educational purposes. (DK)

ED 370 863 SO 023 894

Projekt Programu Nauczania Ksztalcenia Obywatelskiego (Proposed Civic Education Curriculum for Primary and Secondary Schools).
SPONS. AGENCY- National Endowment for Democracy, Washington, DC.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; Civics; *Curriculum Development; *Democracy; *Democratic Values; Elementary Secondary Education; Foreign Countries; International Educational Exchange
IDENTIFIERS- *Poland

This document consists of three documents in a packet that make up a curriculum guide that presents objectives, content outlines, sample lessons, and background readings for the development of a primary school and a secondary school civics course in Poland. The documents are: (1) Proposed Civic Education Curriculum for Primary and Secondary Schools; (2) Proposed Civic Education Curriculum for Primary and Secondary Schools: Sample Lesson Plans; and (3) Selected Supplementary Materials for Civic Education Teachers. The first document is divided into two parts, one on primary schools, the next on secondary schools. The curriculum for grades 1-5 is on life in society and focuses first on the individual and others, then on people and nature. The curriculum for grades 6-8 is on life in a democratic society, focusing on the group, economy activity of the individual and society, and individual citizens and the government. The part on secondary schools is divided into understanding involve (1) educating youngsters about their nation's history and government with emphasis upon the core concepts of democracy in the United States and (2) sharpening student awareness that the responsibilities of citizenship extend far beyond national boundaries. The goals of civic education for global understanding are to revive civic interest and increase participation in community and national affairs by citizens and to enhance recognition by U.S. citizens that their obligations of citizenship extend beyond the nation's frontiers. Implementation requires changes in how civic education is taught and in the approach to the social studies subject matter. Contains 9 references. (CK)

ED 370 883 SO 024 088

Wenzl, Michael
What Passes for the New.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Development; Educational Objectives; Educational Philosophy; Higher Education; *Liberal Arts; *Role of Education; Specialization; Undergraduate Study

This document addresses the role of what is termed "general education" in the present university system. The teaching of the liberal arts is of primary importance in order to preserve an accurate knowledge of the past. If universities do not satisfy this need, the population will be easy targets for business and political communities peddling an imagined past in order to get people to buy or believe something. The university fosters disconnectedness by stressing innovation and practicality, especially at the undergraduate level where subjects are over specialized, departments within schools are isolated, and students are encouraged, if not required, to hem themselves in with artificial boundaries and to conceive of themselves and their possibilities in diminished fashion. The document describes The reform movement in general education that began in the 1970s as a reclamation project, an attempt to bring into some balance a curriculum that had been all but totally devoured by majors is outlined. The students' greatest deficiency is ignorance of their history and culture. This ignorance of history can cause serious problems because a generation of citizens has been raised conditioned to make political decisions divorced from knowledge, analysis, or reflection about what might be the wisest or best course. Intimately connected to, and existing simultaneously with the loss of history is the loss of sensitivity to language. Only through language can people overcome the disconnectedness so predominant in the education system. (DK)

ED 370 884 SO 024 089

Peters, Richard O.
A Focus on Lifespace Awareness for Effective 21st Century Living in the Global Community.
PUB DATE- Aug 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

through Grade Twelve.
PUB DATE- 94
NOTE- 245p.; For a related document, see SP 035 238.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Health Activities; *Health Education; Health Materials; *Health Promotion; Higher Education; Interdisciplinary Approach; *Life Style; Preservice Teacher Education; Student Attitudes; *Student Behavior; Student Responsibility
IDENTIFIERS- Age Appropriateness; *Comprehensive School Health Programs

This framework emphasizes health literacy for students, i.e., development of the knowledge, skills, and behaviors needed for healthy living. The framework defines four unifying ideas of health literacy that serve as central themes for all content areas and grade levels: (1) acceptance of personal responsibility for lifelong health; (2) respect for and promotion of the health of others; (3) an understanding of the process of growth and development; (4) informed use of health-related information, products, and services; and (5) promotion of health education supported by a comprehensive school health system and sustained by the collaborative efforts of school, family, and community. Seven chapters are organized as follows: (1) "The Vision: Health Literacy, Healthy Schools, Healthy People"; (2) Developing Health Literacy in the Classroom and in the School"; (3) "Health Education"; (4) "Beyond Health Education"; (5) "Assessment of Health Literacy"; (6) "Criteria for Evaluating Instructional Resources"; and (7) "Integration with Other Disciplines." Selected Education Code sections, a paper titled "Integrated Services Center Links School, Family and Community" (Andrea Zetlin and Robert Bilovsky), Project Teach recommendations on preservice teacher training in health education, and a list of publications available from the California Department of Education are appended. (LL)

ED 370 904 SP 035 240

Beyrer, Mary K., Ed.; Nolte, Ann E., Ed.
Reflections: The Philosophies of Health Educators of the 1990s.
PUB DATE- Dec 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Philosophy; *Educational Principles; *Educational Trends; Elementary Secondary Education; *Health Education; Health Promotion; Higher Education; Personal Narratives; *Teacher Attitudes
IDENTIFIERS- Eta Sigma Gamma; *Health Educators

The chapters of this "monograph" reflect the philosophies of 14 health educators who represent a variety of work settings: (1) "This I Believe: A Philosophy of Health Education" (Loren B. Bensley, Jr.); (2) "Educating about Health" (William B. Cissell); (3) "Some Guiding Principles on Health and Health Education: A Philosophical Statement" (Charles R. Carroll); (4) "Pondering a Professional Philosophy" (Judy C. Drolet); (5) "The Role of Health Education in Worksite Health Promotion" (James M. Eddy); (6) "Health Education: Building Professional Bridges To Span the Decades" (Nancy T. Ellis); (7) "Health Education: A Smorgasbord of Life" (Joyce V. Fetro); (8) "Would

IDENTIFIERS- *Age Appropriateness

This guide contains developmentally appropriate movement activities designed to help teachers of children ages 3 through 5 plan and administer a successful movement education program. The book is organized into three parts. The first part presents a model upon which teachers can base their selection of physical activities for children, addresses the importance of movement in educating children, deals with how to start a school movement program, discusses philosophy, details a curricular foundation for a preschool movement program, and lists equipment appropriate for young children. Part 2 contains suggestions for approximately 100 developmentally appropriate movement activities. These activities are illustrated and organized by skill themes. They introduce such skills as hopping, skipping, galloping, jumping, running, jumping rope, rolling, and balancing. Section 3 describes how to place the activities into a meaningful, workable curriculum. Eight weeks of sample lessons are provided in a sequence that helps all children develop their physical skills. Three appendixes provide: a list of selected equipment supplies; an article titled "Developmentally Appropriate Physical Education for Children"; and a sample lesson plan outline. (LL)

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ED 370 923          SP 035 268

McAllister, Gary S.
Salem-Teikyo University Education Department Assessment Plan (Pilot) 1992-1993.
PUB DATE- 14 Jul 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission Criteria; Demonstration Programs; *Education Courses; Elementary Secondary Education; Field Experience Programs; Higher Education; *Outcomes of Education; *Preservice Teacher Education; *Program Evaluation; Standards; Student Teaching; Teacher Certification; *Teacher Competency Testing; Teacher Education Curriculum; *Teacher Education Programs; Teacher Placement; Theory Practice Relationship
IDENTIFIERS- Preservice Teachers; *Salem Teikyo University WV; West Virginia

The Education Department of Salem-Teikyo University (West Virginia) was chosen to develop a pilot assessment plan as part of the overall Institutional Student Outcomes Assessment Plan. The plan delineated in this paper includes the following criteria: (1) students majoring in education may enroll in the teacher education program to earn elementary or secondary certification after completing the stated requirements for their specialization; (2) prior to full admission to the program, students are required to achieve a passing score on a group of tests designed to ensure that they possess an acceptable level of basic skills in the areas of reading, writing and mathematics; and (3) each prospective student teacher must also achieve a passing score on a criterion-referenced examination developed by the West Virginia Board of Education in each proposed area of certification. Extensive addenda provide teacher education certification areas, preliminary and final screening forms, descriptions of teacher education program laboratory and field experiences, descriptions, the field experience handbook for the introductory education course, brochures, information on the West Virginia Educational Personnel Preparation Testing Program, a sample placement file, follow-up forms for graduates

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Cognitive Style; Context Effect; *Educational Philosophy; *Educational Practices; *Educational Principles; Elementary Secondary Education; Excellence in Education; *Learning Strategies; Problem Solving; Teacher Role; *Teaching Methods; Thinking Skills
IDENTIFIERS- *LogoLearning; Meaningful Instruction; Meaningful Learning; *Meaningfulness; *Reality Orientation; Reform Efforts

LogoLearning represents a philosophy and a strategy that centers on enabling students to find meaningfulness in their education. In LogoLearning it is the major task of the teacher to broaden students' perceptions so that meaning becomes visible and the purpose of learning becomes immediately understandable. This book proposes that without meaning, students will continue to search for the reasons why, how, and for what purpose education is important to their personal and professional lives. Principles of meaningful education include: (1) students acquire information and retain it sufficiently to apply it toward or associate it with some real-life situation; (2) students actively engage in practicing and processing what they learn within the context of varied real-life situations; (3) students demonstrate sufficient understanding of the content and context of what they are learning to apply knowledge and skills effectively to new situations; and (4) students organize the educational experience around problems and themes rather than subject-matter disciplines. The main body of the volume reflects on the case for LogoLearning, maintaining constancy of purpose, teaching students the way they learn, a new understanding of excellence, and exemplary practices in LogoLearning. A LogoLearning Teaching Evaluation Form is appended. (Contains approximately 75 references.) (LL)

ED 370 941 SP 035 308

McEwan, Elaine K.
Seven Steps to Effective Instructional Leadership.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; *Administrator Effectiveness; *Behavioral Objectives; *Educational Environment; Elementary Secondary Education; *Instructional Leadership; *Leadership Training; Participative Decision Making; *Principals; Teacher Administrator Relationship
IDENTIFIERS- Teacher Leaders

This book was designed as a resource to help school principals and other school leaders become more effective on the job. The seven steps to effective instructional leadership outlined in the volume have been validated by research and can be adapted to a variety of teaching environments--rural, urban, high school, middle, or elementary school. Advice from successful instructional leaders across the country and key quotations from these practitioners are interspersed throughout the volume's nine chapters. Chapter one sets forth the differences between leadership and instructional leadership and defines the critical attributes of the latter. Chapters two through eight describe the seven steps in detail, offering practical suggestions about how actual principals put the steps into of the set of attitude scales is unique in that: (1) parents and professionals are considered as equals with different forms of the instrument having comparable content with minor changes in phrasing, and (2) alternate instrument forms allow for long-range, repeated measures of how attitudes change over time in response to implementation of a Federal mandate, the IFSP. The item development for scale construction is reported, as well as the method by which six alternate forms (three for use with parents and three for use with professionals) were constructed. Forms were developed with the input of 18 parents and professionals in focus groups, and versions of the test were tested on 54 parents and 60 professionals. Continued lines of research for psychometric validation of the reliability of the instruments is identified for future research. An appendix presents the scales. (Contains 27 references and 9 figures). (Author/SLD)

ED 370 960 TM 021 480

Cultural Competence Self-Assessment Instrument.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administration; *Agencies; Bias; *Child Welfare; *Competence; *Cultural Awareness; Delivery Systems; Evaluators; Institutional Evaluation; Objectives; *Policy Formation; Program Development; Questionnaires; *Self Evaluation (Groups); Welfare Agencies
IDENTIFIERS- *Cultural Competence Self Assessment Instrument

The Cultural Competency Self Assessment Instrument is designed to help child welfare agencies measure their cultural competence in agency policy making, administrative procedures, and practices, and to help them review and assess their operational and programmatic functions. The issues are organized around management principles and service-delivery objectives in a framework that helps determine whether the agencies' policies and practices are designed to achieve and promote cultural competence in the areas of governance, program development, administration, and management. After reading each assessment option, the evaluator circles the best description of the agency's practice. Results are to be evaluated by a committee of board members, administrative staff members, and program staff members. (SLD)

ED 370 961 TM 021 500

Parshall, Cynthia G.; And Others
Response Latency: An Investigation into Determinants of Item-Level Timing.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Adaptive Testing; Age Differences; Classification; College Students; Difficulty Level; Estimation (Mathematics); Ethnicity; Higher Education; *Item Response Theory; *Mathematics Tests; Probability; *Reaction Time; Responses; Sex Differences; *Test Items; *Timed Tests; Time

instruction, rather than mere time, that is important in performance. The evidence is mixed about the relationship between television viewing and academic achievement, and no clear conclusions are possible at present. The average time spent on homework is apparently not a deciding factor, as comparisons with other countries indicate. More important is the rigor of the curriculum. The curriculum offered in the United States is apparently less rigorous than that of other countries, and students are less likely to take advanced mathematics and science courses. Effort, and the emphasis teachers put on effort, along with their beliefs about the importance of ability, may contribute to the differences. The importance of international studies is not in their ranking of countries, but in the information they provide about why other countries are successful. (Contains 7 references.) (SLD)

ED 370 980 TM 021 559

Roeber, Edward D.; And Others
Performance Assessment: A National Perspective. Policy Briefs Numbers 10 & 11. Special Double Issue.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Research; Educational Trends; Elementary Secondary Education; *National Competency Tests; Scoring; *State Programs; *Test Construction; Testing Problems; *Testing Programs; Training; Trend Analysis
IDENTIFIERS- Indicators; Large Scale Programs; Michigan; *Performance Based Evaluation; Vermont

In the initial article by Edward Roeber, performance assessment is defined as an exercise in which the student demonstrates specific skills and competencies rather than selecting one of several predetermined answers to an exercise. Such as assessment contains four components: (1) a reason for the assessment; (2) a particular peformance to be evaluated; (3) exercises that elicit that performance; and (4) systematic rating procedures. Performance assessment, discussed from a national perspective, has emerged as a trend in itself because the stakes associated with large-scale assessment programs have increased so dramatically in recent years. Consequently, in a number of states, including Michigan, performance assessments are being developed as part of large-scale assessments. Performance assessment is needed for indicator systems at the national, state, and local levels. The effort required to develop, administer, and score performance assessments is large, but the rewards are well worth the effort. Some regional actions and agendas in the area of performance assessment are discussed, and the following guest commentaries relating to the feature article are presented: (1) "Performance Assessment: Living Up to Expectations" (Robert T. Linn); (2) "The Foundation of Performance Assessment: A Strong Training Program" (Richard J. Stiggins); and (3) "Performance Assessment in Vermont" (W. Ross Brewer). (SLD)

ED 370 981 TM 021 560

Frombolutі, Carol Sue
Mini-Digest of Education Statistics 1993.

Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Cooperation; Data Collection; Elementary Secondary Education; Evaluation Methods; Methods Research; Operations Research; Outcomes of Education; *Participatory Research; *Program Effectiveness; Program Evaluation; Researchers; *School Districts; Suburban Schools; Technical Assistance
IDENTIFIERS- *Cobb County Public Schools GA; Research Replication

Action research in the Cobb County (Georgia) school district is described. This research is being conducted in the district under three main approaches: (1) co-researcher projects addressing central level issues; (2) district-wide projects; and (3) school-focused action research, including minigrants to teachers. The first three subsections--effects on students, data collection and utilization, and technical assistance--primarily address school-focused action-research projects. This information and the application procedures provided in Appendix B are specific enough to permit school-focused action-research replication in other districts. The remaining two subsections--effects of action research on the culture of the organization and advice for beginning action researchers--characterize action research in a broad district-wide context. The final section provides the authors' reflections about establishing action research in a large (78,000 students in 88 schools) suburban district. Given the size of the district and the number of students, it is fair to say that the impact of action research has been small, but worthwhile. Appendix A tells what teachers and teams studied and presents sample reports of effects on students (two tables), and Appendix B contains a technical assistance packet. (Contains 5 references.) (SLD)

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ED 371 001 TM 021 621

Chang, Lei; And Others
Does a Standard Reflect Minimal Competency of Examinees or Judge Competency?
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economics; *Evaluators; Experience; *Interrater Reliability; *Judges; *Knowledge Level; Minimum Competencies; Minimum Competency Testing; Teacher Certification; Test Construction; *Test Items
IDENTIFIERS- Angoff Methods; *Standard Setting

The present study examines the influence of judges' item-related knowledge on setting standards for competency tests. Seventeen judges from different professions took a 122-item teacher-certification test in economics while setting competency standards for the test using the Angoff procedure. Judges tended to set higher standards for items they got right and lower standards for items they had trouble with. Interjudge and intrajudge consistency were higher for items all judges got seeing validity as depending on the quality of craftsmanship by investigation. In a postmodern age, the concept of knowledge as a mirror of reality is replaced by knowledge as a social construction of reality. Validity can come to hinge on the fundamental conceptions of the subject matter being investigated. Valid knowledge is not merely obtained by approximations to a given social reality but involves a conversation about the reality, and what is valid is decided through discourse. Truly valid research, in the postmodern era, would be research that makes questions of validity superfluous because of its craftsmanship and strong results. (Contains 23 references.) (SLD)

ED 371 021 TM 021 652

Meshbane, Alice; Morris, John D.
A Method for Selecting between Linear and Quadratic Classification Models in Discriminant Analysis.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Comparative Analysis; Correlation; *Discriminant Analysis; *Mathematical Models; *Research Methodology; *Selection; Statistical Studies

A method for comparing the cross validated classification accuracies of linear and quadratic classification rules is presented under varying data conditions for the k-group classification problem. With this method, separate-group as well as total-group proportions of correct classifications can be compared for the two rules. McNemar's test for contrasting correlated proportions is used in the statistical comparisons of the separate group and total sample proportions. The method is illustrated with some real data sets. Included are two tables. (Contains 12 references.) (Author)

ED 371 022 TM 021 653

Streveler, Ruth
Using Multidimensional Scaling To Measure Conceptual Change.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Structures; Coherence; Educational Psychology; Experience; Higher Education; Measurement Techniques; *Multidimensional Scaling; Physics; Statistical Significance; Teaching Methods; *Undergraduate Students; Womens Studies
IDENTIFIERS- *Conceptual Change; Expert Novice Paradigm

Relations among students' cognitive structures, instruction, and course achievement were studied for 102 undergraduates in three courses. An aim of the study was to integrate expert-novice research with investigations of cognitive-structure change. Experienced instructors identified concepts central to the different courses. Students were asked to cluster the items

(ES=.20). The effect size for achievement effects was smaller (ES=.134, K=23); larger for attitude effects (ES =.27, K=5); and larger still for persistence effects (ES=.30, K=12). However, the averaged effect sizes are all small. In these studies, for which the theoretical underpinnings of the program were unknown or unreported, college developmental studies programs perform as well as controls, but not necessarily better than controls. The cause of the poor performance of these programs probably is rooted in their nondescript nature. More study is needed. One figure and three tables are included. (Contains 19 references and a list of the 27 studies examined.) (Author/SLD)

ED 371 041          TM 021 745

Mason, Lucia; Santi, Marina
Argumentation Structure and Metacognition in Constructing Shared Knowledge at School.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Constructivism (Learning); Elementary School Students; Foreign Countries; Grade 5; Intermediate Grades; *Knowledge Level; *Metacognition; *Persuasive Discourse; Qualitative Research; *Science Education; Thinking Skills
IDENTIFIERS- *Cognitive Apprenticeships; Reflective Thinking

This paper reports on a qualitative study of children's discourse-reasoning about knowledge objects emerging when the classroom becomes a community of discourse. Its purpose was to analyze metacognitive reflections with respect to the steps of the argument. Within science education classes, a part of a wider ecological curriculum was implemented by engaging 22 fifth graders in a social constructivist learning environment in which discussions were the means of constructing shared knowledge. First the identified steps of the children's arguments and the different levels of their metacognitive reflections are presented. An analysis of how the latter were made explicit within the upward dynamics of argumentation follows. As hypothesized, the deepest steps of argument were characterized by the highest levels of metacognitive reflections. Examples show that when the children were searching for valid and critically sharable reasons on which to found and support their claims, they were induced to reflect on what, why, how, and when they knew. Therefore this study provides empirical evidence of the ways in which classroom discussions can stimulate higher levels of reasoning and arguing in children operating within their zones of proximal development in a kind of cognitive apprenticeship. (Contains 42 references and 6 tables). (Author/SLD)

ED 371 042          TM 021 746

Gipps, Caroline
What Do We Mean by Equity in Relation to Assessment?
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

issues common to Guatemala and the United States, such as food supply, environmental pollution and human rights. Other sources of information include 6 videos and 8 references. (SLD)

ED 371 061 UD 029 891

Morra, Linda G.
Immigrant Education. Federal Funding Has Not Kept Pace with Student Increases. Testimony before the Subcommittee on Education, Arts, and the Humanities, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 14 Apr 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; *Children; Counseling; Educational Finance; Educational Objectives; Educational Trends; Elementary Secondary Education; *Enrollment; Federal Legislation; Government Role; *Grants; *Immigrants; Parent Participation; *School Districts; Trend Analysis
IDENTIFIERS- *Emergency Immigrant Education Act 1984

The statement by Linda G. Morra, Director of Education and Employment Issues in the Health, Education, and Human Services Division, discusses the agency's work on immigrant education and the Emergency Immigrant Education Act (EIEA) Program. The nation's ability to meet its educational goals increasingly depends on its ability to educate immigrant children. More than 2 million immigrant students enrolled in the nation's schools in the last decade, and this growth has increased the financial burden of many school districts. At the same time, contributions under the EIEA have gradually lessened as congressional appropriations have not grown. The General Accounting Office estimates that, of the 700,000 students who have been in our nation's schools less than 3 years, nearly 85 percent are in schools receiving EIEA grants, representing 529 school districts. These districts used about 80 percent of their funds to pay for academic instructional programs, with the balance used for testing, counseling, parent involvement, and administration. Proposed legislative revisions about EIEA funding must be considered in the difficult context of balancing the funds available with areas of greatest need. One figure illustrates the discussion. A list of eight related Government Accounting Office documents is attached. (SLD)

ED 371 062 UD 029 892

Mizell, M. Hayes; And Others
Program for Disadvantaged Youth. Review and Strategy.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Mar 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Administration; *Adolescents; *Disadvantaged Youth; Educational History; Expectation; Intermediate Grades; Junior High Schools; Middle Schools; Program Development; Program Evaluation; *Program Improvement; Teaching Methods; Urban Areas; Urban Problems; *Urban Schools

This paper reviews the evolution of the Program for Disadvantaged Youth since 1988, describes its accomplishments and lessons learned, and suggests new directions for the Program to build

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Background; Foreign Countries; *Juvenile Gangs; *Music; Peer Groups; Political Influences; Popular Culture; Racial Attitudes; *Racial Bias; Social Problems; Urban Problems; Violence; *Youth Problems
IDENTIFIERS- England; *Extremism; Hate Crime; *Skinheads; United States; White Supremacy

The origins and history of the skinhead movement in the United States are traced, beginning with their links with skinheads in England and focusing on racist skinheads rather than the less-well-known nonracist skinheads. How skinheads have developed within the larger youth group scenes, their ideas and activities, the role of music in their development, and the damage they have done to American society are described. It is suggested that skinheads were originally a minor distraction on the American punk scene but that they have grown into a dangerous and hate-filled, politically engaged source of hate thought and crime. By the end of the 1980s, skinheads were considered the most violent extremist group in the United States. They had become increasingly politicized. In the early 1990s it appears that their growth in numbers is essentially over, but the phenomenon remains a real threat because their racist and violent ideas do not die. (Contains 176 references.) (SLD)

ED 371 084 UD 029 921

Cecelski, David S.
Along Freedom Road. Hyde County, North Carolina and the Fate of Black Schools in the South.
PUB DATE- 94
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black History; Black Institutions; *Blacks; Civil Rights; Civil Rights Legislation; Community Action; Demonstrations (Civil); *Desegregation Effects; Desegregation Plans; *Educational History; Educational Policy; Elementary Secondary Education; Literature Reviews; *Parent Participation; *School Desegregation; United States History
IDENTIFIERS- *Boycotts; Ku Klux Klan; *North Carolina (Hyde County)

The 1968-69 school boycott in Hyde County (North Carolina) was one of the most sustained and successful protests of the civil rights movement. For a year, the county's black citizens refused to send their children to school in protest of a desegregation plan that required closing two historically black schools in their remote coastal community. These closures were seen as undermining the traditional heritage of the black community. Parents and students held daily nonviolent protests for five months, led marches on the state capitol in Raleigh, and drove the Ku Klux Klan out of the county in a gunfight that marked the end of public toleration of open Klan meetings in Hyde County. The eventual preservation of the two schools gave black citizens a power base in the new configuration of schools in the county and a voice in educational policy. (Contains 213 references.) (SLD)

ED 371 085 UD 029 923

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Civil Rights; Civil Rights Legislation; *Court Litigation; Cultural Differences; *Educational History; Elementary Secondary Education; *Equal Education; Multicultural Education; *School Desegregation; Standards; Teacher Expectations of Students; United States History
IDENTIFIERS- *Brown v Board of Education

On the occasion of the 40th anniversary of the "Brown v Board of Education" decision, it is appropriate to review it as the spark for a new definition of equality in American life. The Brown case was the first significant step in the modern civil rights movement, and, as such, defined the structure and legal reasoning for the push by women, Hispanics, the disabled, and other disenfranchised Americans for equal treatment under the law. The Brown decision was a crowbar for change, and we are all the better for it. As we affirm what has come since Brown, we must acknowledge that which remains to be done. We are beginning to recognize that low expectations and watered-down curricula are depriving children of what they might learn. Real progress will depend, not on the courts alone, but on the political and community leadership that will bring people together. Diversity without insistence on excellence and high standards will weaken the educational system and deprive all children. The central task is now a world-class education for each American child. An attached fact sheet summarizes some gains made since the Brown decision. (SLD)

ED 371 105 UD 029 958

Swain-Cade McCoullum, Valarie
Interim Recommendations To Promote Minority Permanence at the University of Pennsylvania. Working Draft for Discussion.
PUB DATE- 1 Mar 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; Black Literature; Black Students; *Black Studies; College Students; Educational Finance; Financial Support; Graduate Students; Higher Education; Incentives; *Minority Groups; Program Development; *School Holding Power; *Teacher Recruitment; Teacher Salaries
IDENTIFIERS- *University of Pennsylvania

A review of the programs and policies to support the retention and nurturing of minority faculty members and students at the University of Pennsylvania leads to a number of recommendations to expand minority group representation in student and faculty ranks. These include (1) establishing departmental incentives for minority faculty recruitment, including making minority appointments beyond the regular allocations; (2) retaining the Faculty Investment Fund that helps finance new faculty salaries; (3) funding new faculty positions for Afro-American studies, Black Literature and Culture, and courses on other minority culture groups; (4) establishing a minority graduate center and an office for minority graduate and professional student recruitment; (5) establishing a network of support for minority undergraduates; (6) establishing a financial aid fund for gifted underrepresented minority undergraduates; (7) establishing a continuous review process for issues regarding minority permanence; (8) meeting fund-raising objectives for the Minority Permanence Development campaign; and (9) implementing programs for staff development in racial awareness. Action plan activities are discussed in detail.

to exert influence on South African policy until its incorporation into the Human Sciences Research Council in 1969. As the director of the Bureau, Dr. Ernest Gideon Malherbe pioneered an interdisciplinary approach to policy oriented social science research in the Carnegie Poor White Study. (Author/CK)

ED 370 844 SO 023 458

Benham, Maenette K. P.; Heck, Ronald H.
Political and Cultural Determinants of Educational Policymaking: The Case of Native Hawaiians.
PUB DATE- 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cultural Influences; Cultural Interrelationships; Economic Factors; *Educational Policy; Elementary Secondary Education; Hawaiians; Higher Education; *Indigenous Populations; *Political Influences; Political Socialization; *Politics of Education; Racial Differences; Social Influences
IDENTIFIERS- *Hawaii; *Political Culture

A political-cultural model explores the educational process and its impact on Native Hawaiians over a 140-year period. The theoretical model suggests that core political values are transmitted to educational policy and school-related activities, and thereby impact the social, economic, and academic status of Native Hawaiians. Three historical case studies indicate similarities and provide descriptions that illuminate the process of educational policymaking during each politically turbulent period in Hawaii: (1) the American missionaries arrival and impact, 1820-1839; (2) Hawaii, no longer for the Native Hawaiian, 1887-1900; and (3) new political ideas in post-war Hawaii, 1940-1960. The case studies develop six themes: (1) politicization and quiescence as a political process; (2) status of the power players; (3) limited participation in politics and policymaking; (4) dominating values of efficiency and quality; (5) neglected values of equality and choice; and (6) beneficiaries and losers. As Hawaii moves closer to political revolution in educational governance, the results suggest that fundamental values of the political culture must appreciate the existing cultural diversity in Hawaii. Two tables provide further information on the distribution of school laws and policies from 1842 through 1969 and a matrix of the six emergent themes and three case histories. Two figures diagram the educational policy process model and a tracking of Hawaii's political institution. Contains 51 references. (CK)

ED 370 845 SO 023 459

Goodman, Deborah Downing
Using the Freirian Model To Develop an Ethnically Sensitive Sexuality Education Curriculum for an American Indian Group.
PUB DATE- 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

chapters on people as individuals, social groups, society, nation, economy, the place of Poland in the world, protecting the world, and selected problems of the contemporary world. The second part of the curriculum guide provides sample lesson plans developed by the Polish primary and secondary school educators who developed the outline of the first section. The section consists of 8 lesson plans for primary schools, and 8 for high schools. Topics include group leaders, decision making, children's rights, and economics. Only the titles are included in this document. The third section of the curriculum guide is a table of contents listing supplementary articles by prominent scholars throughout Poland. (DK)

ED 370 864 SO 023 935

Ohrn, Deborah Gore, Ed.
Iowa State Fair.
PUB DATE- 94
NOTE- 33p.; For related items, see ED 349 215, ED 348 273, ED 346 014, and ED 344 809.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; Females; Grade 5; Learning Activities; Leisure Time; Oral History; *Recreation; Rural Farm Residents; *State History; Tourism; Young Farmer Education
IDENTIFIERS- 4 H Clubs; 4 H Programs; *Iowa; *State Fairs

This issue of the "Goldfinch" focuses on the Iowa state fair. The magazine begins with a map of the fair as it looks today. The article explains that the first Iowa state fair was held in 1854. After traveling from town to town for several years, the fair settled in the capital city of Des Moines in 1878. Eight years later, in 1886, the first fair was held on the fairgrounds that are now its permanent home. An article on 4-H clubs and programs describes 4-H projects that have won awards at the fair. A section on state fair news discusses fair food, the first Iowa state fair female equestrians, butter sculptress, and other fair entertainments. Another article details the history of the state fair, and explains how the fair has changed since it first began. Learning activities include instructions for making a butter sculpture, an exercise in which students identify buildings at the fairgrounds by matching the name of each building with its drawing using the clues provided, a fill in the blanks activity on a fair theme, a funnel cake maze, and a cartoon. Other articles describe the history of the Youth Inn at the fairgrounds and how camping at the fair has changed. An excerpt from a the book "State Fair' by an Iowa author is included. Information on a state fair writing contest for fifth graders is detailed as well as instructions for doing an oral history. (DK)

ED 370 865 SO 023 936

Duffy, Terence
An Environment for Peace Education: The Peace Museum Idea. Peace Education Miniprints, No. 48.
PUB DATE- Oct 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *Futures (of Society); *Global Approach; Learning Activities; Skill Development; Social Studies; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Global Education; *Twentieth Century

This document suggests that efforts must be made, within the context of social studies curricula, to help children and youth perceive and interact with distant phenomena, either real or simulated interaction, so that they begin to understand the complexity and importance of the total global lifespace environment upon them both singularly and collectively. Each person is a citizen of family, neighborhood, community, regional, state, national, and an international collection of diverse social and cultural groups. In order to successfully assume the mantle of citizenship responsibility at each of these levels, individuals must demonstrate and understanding of : (1) contemporary conflicts, issues, problems, and situations that have a direct impact upon our daily lives; (2) personalities and groups or organizations that impact our lives and effect our well-being; (3) cultural, economic, political, and social conditions that influence the quality of life; (4) historical events, movements, and courses of action that impact contemporary life; and (5) diverse points of view, opinions, and position statements regarding conflicts, issues, problems, and situations. This document lists approaches and methods that can be used int he classroom and at field based sites to affect attitudinal, behavioral, intellectual, perceptual, and citizenship skills development of students. Charts and diagrams illustrate many of the concepts. (DK)

ED 370 885 SO 024 197

Stahl, Robert J.
Using "Think-Time" and "Wait-Time" Skillfully in the Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Communication; Cognitive Processes; Inquiry; Learning Processes; *Questioning Techniques; Responses; Student Reaction; Teacher Response; *Teacher Student Relationship; *Time Factors (Learning); *Wait Time
IDENTIFIERS- ERIC Digests; *Think Time

Students must have uninterrupted periods of time to process information, to reflect on what has been said, observed, or done, and to consider what their personal responses will be. After at least three seconds of uninterrupted silence, a significant number of positive outcomes occur for students and teachers. Students are more effective in completing cognitive tasks in particular situations. The teacher's job is to manage and guide what occurs prior to and immediately following each period of silence so that the processing that needs to occur is completed. Eight categories of periods of silence name the place they occur or the primary function the silences perform during conversations and discussions: (1) post-teacher question

I Do It All Over?" (Marian V. Hamburg); (9) "Changing Expectations of Health Education" (Joyce W. Hopp); (10) "One Person's Philosophy of Health Education: 1993" (Susan Cross Lipnickey); (11) "Reflections of a School Health Educator/Administrator" (David K. Lohrmann); (12) "Three Essential Questions in Defining a Personal Philosophy" (R. Morgan Pigg, Jr.); (13) "Andy's Question" (Candace O. Purdy); and (14) "Health Education and the Pursuit of Personal Freedom" (John R. Seffrin). (LL)

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ED 370 905 SP 035 243

Howey, Kenneth R.
RATE VI: The Context for the Reform of Teacher Education. 1992 Data Set. Research About Teacher Education Project.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Deans; *Budgets; College Faculty; *College School Cooperation; Educational Change; Elementary Secondary Education; *Faculty College Relationship; Higher Education; Policy Formation; *Preservice Teacher Education; Program Evaluation; *Schools of Education; Surveys; Teacher Attitudes; *Teacher Education Programs; Teacher Influence; Teacher Morale

This study analyzes data from surveys of faculty and leaders of teacher education programs about their influence on state policy, relationships with elementary and secondary schools, budgets, relationships within the larger institution, and factors that affect morale among college faculty, such as promotion criteria and institutional support of programmatic changes. Data were provided by 166 teacher education faculty members and 47 heads of education units. The institutions were stratified by highest degree offered: doctoral degree, master's degree, and baccalaureate only. The study found that: (1) more than 80 percent of the faculty rate the overall quality of their teacher education programs good or excellent; (2) 40 percent of deans reported that they had benefitted in reallocations and retrenchment activities, while 13 percent reported diminishments; (3) both deans and faculty reported a greater degree of influence and leadership responsibility than expected; (4) almost half the respondents reported that specific arrangements for institutional cooperation had been initiated with elementary and secondary schools; (5) the majority of faculty reported a dissatisfaction with their workload and a lack of time and support for scholarship; (6) only 22 percent of faculty reported that a systematic design for research into or evaluation of teacher education programs had been achieved. The report concludes with a list of challenges facing the teacher education community. An appendix lists participating institutions. (JDD)

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ED 370 906 SP 035 245

Eisenhart, Margaret; Borko, Hilda
Designing Classroom Research: Themes, Issues, and Struggles.
PUB DATE- 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

and employers, a hierarchy of teacher education program objectives and a student outcomes assessment model. (LL)

ED 370 924          SP 035 269

Derewetzky, Solomon
Project Unity: Short-Term Training Program. Final Evaluation Report, 1992-93. OREA Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consultation Programs; Cultural Awareness; Elementary Education; *Inservice Teacher Education; *Instructional Improvement; Junior High Schools; *Limited English Speaking; Mainstreaming; Multicultural Education; Professional Training; Program Design; *Program Evaluation; *Regular and Special Education Relationship; Seminars; Special Needs Students; Teacher Improvement; Teaching Models
IDENTIFIERS- Elementary Secondary Education Act Title VII; Model Development; New York City Board of Education; Program Objectives; *Project Unity NY

This report documents the evaluation of Project Unity, a New York City short-term teacher inservice training program designed to improve teacher competence in providing instruction to children of limited English proficiency (LEP). The Project served a total of 119 teachers of LEP students in both special and general education classes in 18 elementary or junior high schools. The year under review stressed implementation of programming. Project teachers participated in a seminar series presented by experienced consultants. The seminars focused on the selection and development of a collaborative model for each school and serving bilingual students through mainstreaming, curriculum and instructional adaptations, individualizing instruction, increasing multicultural awareness, and consultation between general and special education teachers. Data were collected through the use of a Likert-like scale and field visits made by an OREA evaluation consultant. Results indicated the Project met all its objectives. Based on the evaluation's findings, several recommendations were made and are included in this report. Materials distributed to participants, Likert Scales, and observations by the OREA consultant are appended. (LL)

ED 370 925          SP 035 270

Mentor Teacher Internship Program, 1992-93. OERA Report.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; Classroom Techniques; Elementary Secondary Education; Inservice Teacher Education; Internship Programs; *Mentors; *Program Effectiveness; *Program Evaluation; Program Implementation; *Teacher Interns; Teacher Persistence
IDENTIFIERS- Experienced Teachers; New York City Board of Education; *New York State Mentor Teacher Internship Program; *Protege Mentor Relationship; United Federation of Teachers

The Mentor Teacher Internship Program (M.T.I.P.) represents, a collaboration between the Board of Education of the City of New action in a variety of school settings. Each chapter also contains detailed behavioral indicators related to each step that will enable self-evaluation and/or solicit feedback from colleagues. Chapter nine offers practical ways in which to implement the seven steps. A detailed reading list and the complete Instructional Leadership Behavioral Checklist are also included. (LL)

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ED 370 942 SP 035 309

Benton, Ellen; Bulach, Clete
Determining the Effectiveness of a School Improvement Plan.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the West Georgia College Research Colloquium (Carrollton, GA, April 22, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Assistant Principals; Attitude Change; *Educational Environment; Elementary Education; *Elementary School Teachers; *Improvement Programs; Principals; Program Development; *Program Effectiveness; Program Implementation; School Personnel; *Teacher Attitudes; Teaching Conditions

The purpose of this action research study was threefold: (1) to assess the climate of an elementary school in which the principal, assistant principal, and 67 percent of the teaching staff were new; (2) to develop and implement a plan for improvement; and (3) to reevaluate the school climate to determine whether improvement had occurred. The sample, consisting of teachers, paraprofessionals, custodians, and lunchroom employees, completed the Tennessee School Climate Inventory and the Group Openness and Trust Scale. Fifty-four surveys were distributed and returned. These two instruments identified strengths and weaknesses in the areas of order, leadership, environment, instruction, involvement, collaboration, expectation, group openness, and group trust. Basing their opinion on the data analysis, the faculty agreed that improvement of survey scores was needed. A climate team was formed and a school improvement plan was developed and implemented. After five months, the survey instruments were again administered to faculty and staff. A significant difference was found between the two sets of assessment scores in the areas of involvement, collaboration, group openness, and group trust. The remaining school climate subscales also reflected a positive improvement but not significant changes. (Contains 27 references.) (LL)

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ED 370 943 SP 035 310

Smith, Laverne; And Others
On Becoming a Teacher: A Longitudinal Tracking Study.
PUB DATE- 93
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Followup Studies; Foreign Countries; Higher Education; Professional Occupations; *Program Attitudes; Program Evaluation; *Schools of Education; Surveys; *Teacher Education Programs; *Teacher Employment; Teacher Persistence; Teacher Recruitment; *Teaching (Occupation)

Factors (Learning)
IDENTIFIERS- Accuracy; Response Patterns

Response latency information has been used in the past to provide information for consideration along with response accuracy when obtaining trait level estimates, and more recently, to flag unusual response patterns, to establish appropriate time-to-test limits (Reese, 1993), and to determine predictors of the amount of time needed to administer a given item (Gershon, Bergstrom, & Lunz, 1993). Data for this research were obtained from administration of an adaptive college mathematics placement test to 3,364 examinees. This study investigated item and examinee variables as potential influences of item-level response time. The item variables in this study were presentation order in the test, content classification, and cognitive classification. Examinee variables consisted of estimated ability, average rate of response, gender, ethnicity, age. The examinee-item variables were conditional probability and correctness of response. Results were analyzed through a series of regression models to ascertain the variables that function as the strongest determinants of item latency. There are six tables and three figures. (Contains 14 references.) (Author/SLD)

ED 370 962 TM 021 502

Samejima, Fumiko
Cognitive Diagnosis Using Latent Trait Models.
PUB DATE- Apr 94
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Tests; *Computer Software Development; Educational Assessment; *Educational Diagnosis; Elementary Secondary Education; Higher Education; High Schools; High School Students; *Item Response Theory; Knowledge Level; *Problem Solving; Trigonometry
IDENTIFIERS- Cognitive Modeling; *Competency Space Approach; Computer Assisted Data Analysis; Japan

This paper discusses the competency space approach to diagnosing misconceptions, skill, and knowledge acquisition. In some approaches that combine misconceptions, skill, and knowledge acquisition, the latent ability theta is used more or less as an insignificant element, but in the competency space approach, a multidimensional latent space is used. The competency space approach is explained and an example is given of its use. It is necessary to expand the acceleration model to the multidimensional space if it is to be used effectively in the competency space approach. A slow and patient approach that attempts to identify the subspace of theta that deals with attribute mastery (domain knowledge) (theta b) of a relatively small dimensionality first may be productive. Once a unidimensional theta b has been identified, the acceleration model can be tested. The example given uses data from a trigonometry test for high school students in Japan. The competency approach can be effectively used in research in which an appropriate software is developed and used for intensive observation of an individual's problem-solving behavior. Two tables and seven figures illustrate the analysis. An appendix contains the test answers. (Contains 24 references.) (SLD)

PUB DATE- Apr 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Educational Finance; *Elementary Secondary Education; Employment Patterns; *Enrollment; Expenditures; Federal Aid; *Higher Education; *Outcomes of Education; School Personnel; *School Statistics; *Statistical Data; Tables (Data)
IDENTIFIERS- Indicators

This publication provides a pocket-sized compilation of statistical information on American education from kindergarten through graduate school. It is an easy reference for material found in greater detail in the 1993 editions of the "Digest of Educational Statistics," "The Condition of Education," and "Youth Indicators," and unless otherwise noted, the information in this compilation comes from these sources. Education was the primary occupation of nearly 72 million people in the United States in the fall of 1993, a figure that includes approximately 63.9 million students enrolled in elementary, secondary, and higher education. Nearly 3.7 million people were employed as teachers and college faculty, with approximately 4.2 million people in other professional, administrative, and support occupations. More than one of every four people participated in formal education. Thirty tables and 12 figures present information on American education in the following categories: (1) structure, (2) enrollment, (3) teachers, (4) educational outcomes, and (5) finance. (SLD)

ED 370 982 TM 021 561

White, Sheida
Overview of NAEP Assessment Frameworks.
PUB DATE- Mar 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Measurement; *Educational Assessment; Educational Innovation; Educational Planning; *Elementary Secondary Education; Evaluation Methods; Geography Instruction; Mathematics Achievement; National Surveys; *Policy Formation; Reading Achievement; Science Education; *Test Construction; United States History
IDENTIFIERS- Alternative Assessment; *National Assessment of Educational Progress; Science Achievement; *Subject Content Knowledge

This document presents an overview of the frameworks developed for the National Assessment of Educational Progress (NAEP) at grades 4, 8, and 12 in reading, United States history, geography, mathematics, and science. The critical elements of NAEP framework material for the five subject areas are brought together for planning and policy formation purposes. The overview is organized by content and cognitive dimensions. The content dimension specifies the knowledge and skills of major strands within subject areas, while the cognitive dimension specifies the thinking processes expected of students as they encounter specific content. In addition to the objectives for the subject areas and their descriptions, charts showing the relative emphasis of the content and cognitive domains within the relevant subject areas are provided. Each assessment framework includes a presentation of special studies designed right than items some judges got wrong. Procedures to make judges' test-related knowledge and experience uniform are discussed. (Contains 19 references and 3 tables.) (SLD)

ED 371 002 TM 021 624

Shotsberger, Paul G.
Using Construct Validity Techniques To Evaluate an Automated Cognitive Model of Geometric Proof Writing.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Cognitive Processes; *Computer Assisted Instruction; Computer Uses in Education; *Construct Validity; Educational Change; *Evaluation Methods; Factor Structure; Geometric Constructions; *Geometry; High Schools; High School Students; *Intelligent Tutoring Systems; Models; Technological Advancement
IDENTIFIERS- ANGLE Computer Program; *Automated Cognitive Modeler; Expertise; National Council of Teachers of Mathematics

The National Council of Teachers of Mathematics (1991) has identified the use of computers as a necessary teaching tool for enhancing mathematical discourse in schools. One possible vehicle of technological change in mathematics classrooms is the Intelligent Tutoring System (ITS), an artificially intelligent computer-based tutor. This paper reports on 3 construct validity studies that have been conducted with 97 high school students in order to demonstrate the correspondence, or lack thereof, between the theoretical constructs of the Diagram Configuration (DC) Model of geometric proof-writing expertise (Koedinger & Anderson, 1990) and the hints and errors being recorded by an instantiation of the DC Model called ANGLE, an intelligent geometric proof tutor. Results of the studies supported the appropriateness of construct validity techniques for analyzing ITS data. The results partially confirm a hypothesized factor structure for the data. The paper concludes with a discussion of the results, including suggestions for modifications of the ANGLE program. (Contains nine references and six tables.) (Author/SLD)

ED 371 003 TM 021 628

Bailey, Nancy; And Others
Uses of Measurement of Students' Potential for Professional Development in Veterinary Medicine.
PUB DATE- Apr 94
NOTE- 106p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Aptitude Tests; *Cognitive Ability; Cognitive Processes; Comparative Analysis; Competence; Databases; Evaluation Methods; *Evaluation Utilization; Higher Education; Minority Groups; Prediction; *Profiles; Scores; *Sex Differences; *Test Use; Veterinarians; *Veterinary Medicine

early in the courses and again at the courses' end, and these clusterings were compared to the groupings arranged by instructors. Multidimensional-scaling analysis was used to measure the cognitive structures of students in each course. The average difference of terms in a group from the group centroid, central term, was used as a measure of coherence. The increase in terms of coherence for one course (educational psychology) was close to significant; in another course (physics) the increase was significant, and in a third (women's studies), the increase was not significant. The prediction that students' cognitive structures become more coherent with instruction was supported, but the importance of other variables cannot be ignored. The difference in results across the disciplines is discussed. Eight figures and five tables present study data. (Contains 25 references.) (SLD)

ED 371 023 TM 021 654

Hsiung, Tung-Hsing; Olejnik, Stephen
Type I Error Rates and Statistical Power for the James Second-Order Test and the Univariate F Test in Two-Way Fixed-Effects ANOVA Models under Heteroscedasticity and/or Nonnormality.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Computer Simulation; *Estimation (Mathematics); Interaction; Models; *Robustness (Statistics); Sample Size; Statistical Distributions; Statistical Studies
IDENTIFIERS- Factorial Designs; F Test; Nonnormal Distributions; *Power (Statistics); *Type I Errors; Univariate Analysis; Variance (Statistical)

This study investigated the robustness of the James second-order test (James 1951; Wilcox, 1989) and the univariate F test under a two-factor fixed-effect analysis of variance (ANOVA) model in which cell variances were heterogeneous and/or distributions were nonnormal. With computer-simulated data, Type I error rates and statistical power for the two tests were estimated. With data sampled from normal distributions, the F test was not robust to variance heterogeneity for equal or unequal sample sizes, but the James second-order test was robust in these situations. With normal distributions, equal variances, and equal sample sizes, the magnitude of power difference between the two tests was generally small when testing the main effects, but the magnitude of power difference between the two tests varied when testing the interaction effects. With data sampled from nonnormal distributions, although the James second-order test generally was liberal when the population distribution was skewed, the test was robust under several nonnormal distribution situations. Additionally, the robustness of the James second-order test in factorial designs may be affected by combinations of nonnormal distributions, sample sizes, and variance patterns. (Contains 22 references and 7 tables.) (Author/SLD)

ED 371 024 TM 021 655

Thompson, David P.
Job Satisfaction: A Synthesis of Research in the Educational

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Accountability; *Educational Assessment; Educational History; Educational Policy; Educational Practices; *Equal Education; Foreign Countries; Outcomes of Education; *Policy Formation; Scoring; *Test Bias; Test Construction; Testing Problems; Test Use
IDENTIFIERS- High Stakes Tests; National Curriculum; *Performance Based Evaluation; *United Kingdom

The United Kingdom has a history of performance assessment even for accountability purposes, as the public examinations (standardized achievement tests) at age 16 demonstrate. What the country does not have is a strong history in the area of equity. Debate and policy-making, when concerned at all, have been concentrated on equality of opportunity, but there has been relatively little interest in equality of outcome. Equity does not imply equality of outcome and cannot presume identical experiences for all. Both are unrealistic. Equity in assessment rather implies that assessment practice and interpretation of results are fair and just for all groups. Experience in the United Kingdom with performance assessment suggests that high stakes performance assessment can change curriculum focus and broaden teaching. It is possible to use performance assessment for accountability and certification purposes. Problems do arise, and some of these are discussed in the context of assessment pertaining to the National Curriculum. Although there is no such thing as a perfectly fair test, paying attention to assessment administration and scoring can make tests more fair. Although equality of outcome is not possible, genuine equality of access is a necessary goal. (Contains 22 references.) (SLD)

ED 371 043 TM 021 747

Loup, Karen S.; And Others
Initial Development and Piloting of a Learning-Based, Classroom Assessment and Consultation System: New Perspectives on the Rhetoric of Improving Instruction in Higher Education Settings.
PUB DATE- Apr 94
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Consultation Programs; *Continuation Students; Continuing Education; *Educational Assessment; Educational Improvement; Evaluation Methods; Feedback; Field Studies; Higher Education; Models; *Pilot Projects; Research and Development; *Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Student Assessment of Teaching and Learning

Results are reported of three years of research and development, piloting, and extended field testing of a classroom-based assessment and professional consultation system used to assess important teaching and learning variables in higher education contexts. Of particular interest is the focus of the total system on enhancing learning and newer assessment concerns such as teaching for development of higher-order thinking skills. In phase 1, the consultation/feedback model and the assessment instrument, the Student Assessment of Teaching and Learning on its experiences. The Program for Disadvantaged Youth rejects many of the stereotypes about the needs and abilities of young adolescents, many of which are the result of low expectations, as it works to reform urban schools and encourage them to raise expectations of students. Over the course of the project, funding has been provided at various levels for schools in (1) Baltimore (Maryland); (2) Louisville (Kentucky); (3) Oakland (California); (4) San Diego (California); (5) Milwaukee (Wisconsin); (6) Chattanooga (Tennessee); (7) Jackson (Mississippi); and (8) Long Beach (California). Some documented improvements in student achievement and a number of lessons learned about program management and expectations have resulted in recommendations for program improvement. The focus on middle schools is projected to continue, building on what has been learned while the name of the program will be changed to the Program for Student Achievement. A note attached to the study explains that the sponsoring organization approved the recommendations and will be funding the program under its new name. (SLD)

ED 371 063 UD 029 893

Kids Count Data Book. State Profiles of Child Well-Being. 1994.
PUB DATE- 94
NOTE- 345p.; For the 1993 report, see ED 357 110.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; *Children; Early Parenthood; Economic Factors; *Family Environment; Health Needs; Policy Formation; Poverty; *Profiles; Social Problems; State Action; *Status; Tables (Data); Urban Problems; *Well Being
IDENTIFIERS- *Indicators

The Kids Count project is an effort to track the status of children in the United States on a state-by-state basis. The benchmark figures presented give policymakers a clearer picture of the educational, social, economic, and physical well-being of children. High rates of child poverty and births to single teens continue in the United States, and many teens do not graduate from high school on time. The multiple problems experienced by children result from complex social and economic pressures that lead to numbers of distressed communities. Also contributing to the crises in our communities is the decline of critical institutions. Some four million children are growing up in communities that cannot assure them the childhood and hopes to which all American children are entitled. Two figures and 13 maps present data for the nation as a whole, and individual tables for each of the states and the District of Columbia give trend information for a number of indicators of poverty, violence, health status, and family circumstances. Four appendixes provide information about the conduct of the study and multiyear data. (SLD)

ED 371 064 UD 029 895

Stephens, Lowndes F.; And Others
Motivations for Enrollment in Graduate and Professional School among African American Students in HBCUs.
SPONS. AGENCY- Clemson Univ., SC. Houston Center for the Study of the Black Experience Affecting Higher Education.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English

Schwartz, Wendy; Elcik, Lynne
A Directory of Anti-Bias Education Resources and Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 79p.; For a related document, see UD 029 948.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conflict Resolution; Directories; Educational Resources; Elementary Secondary Education; *Prevention; *Program Descriptions; *Reference Materials; Services; *Sex Bias; *Violence; Young Adults

This directory provides a representative sampling of programs that offer training in prejudice reduction, conflict resolution, and violence prevention to young people in their schools and communities and to the people who work with them. Project profiles include the following information categories: (1) the organization's name, address, telephone, and fax numbers; (2) the program contact person; (3) services offered; (4) specific issues covered; (5) populations that are direct recipients of the program's services; and (6) available program resources. For each project that produces materials, the ones warranting particular attention are highlighted. The directory also includes a multimedia resource list. (GLR)

ED 371 086 UD 029 924

Stavros, Denny
Evaluation of the Chapter 1 Guidance Program, 1992-1993.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Comparative Analysis; Compensatory Education; Counseling; *Counseling Services; Elementary School Students; Elementary Secondary Education; *High Risk Students; *High School Students; Low Income Groups; *Program Evaluation; Student Evaluation; *Student Improvement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report presents 1991-93 findings from 410 Chapter 1 elementary school students and a sample of 150 Chapter 1 high school students concerning the effectiveness of the Chapter 1 Guidance Program. Participating students were generally lacking in respectable academic performance, tended to misbehave, and had a history of poor attendance. Counselors had a minimum of four counseling contacts with each student. Data were collected for a baseline (1991-92) and for measurement of change (1992-1993). Findings show a statistically significant increase in the number of days that students were absent from school in both elementary and high school groups. Data also show that the number of students receiving a failing mark in English and in mathematics increased slightly in the 1992-1993 school year. Neither sample of students achieved an increase of 3.0 on the Normal Curve Equivalent units, the normal growth expected for Chapter 1 students. There were slightly fewer elementary students who had one or more "citizenship needs improvement" evaluations in 1992-1993, but the difference was not statistically significant as derived from the application of a

Twelve graphs and nine tables present some data about minority representation at the university. (SLD)

ED 371 106 UD 029 959

Chu, Harold
The Korean Americans. Multiethnic Reminder.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Adjustment (to Environment); *Biculturalism; *Cultural Awareness; Cultural Background; Elementary Secondary Education; English; *Immigrants; *Korean Americans; Korean Culture; Limited English Speaking; *Multicultural Education; *Parent Attitudes; Second Language Instruction; Student Attitudes; Values

This overview of Korean Americans and their culture is designed to help administrators, teachers, and other instructional personnel understand general factors about the presence of Korean Americans in the United States and their cultural backgrounds and attitudes toward education. An attempt is made to improve English language instruction by exploring similarities and differences between Korean and English. The five sections discuss (1) Korean history; (2) culture and the acculturation process; (3) education; (4) religion; and (5) the Korean language. Korean parents hold ambivalent and often inconsistent expectations about the cultural choices their children make in finding their places in American life. Biculturalism becomes a useful construct for realizing that children can develop new values and cultural orientations while still respecting the cultural traits of the Korean family and community. Appendixes contain a map of Korea, a timeline of Korean history, and some information on classroom behavior and relationships. (Contains 21 references.) (SLD)

ED 371 107 UD 029 960

Gardner, Ralph, III, Ed.; And Others
Behavior Analysis in Education. Focus on Measurably Superior Instruction.
PUB DATE- 94
NOTE- 396p.; Papers presented at a conference sponsored by the Faculty in Applied Behavior Analysis, The Ohio State University (September 18-20, 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Disadvantaged Youth; Early Childhood Education; Educational Policy; *Educational Practices; Educational Strategies; Elementary Secondary Education; Evaluation Methods; Information Dissemination; Low Income Groups; *Public Policy; *Teaching Methods; Transitional Programs; *Urban Areas
IDENTIFIERS- *Behavior Analysis; Ohio State University

This book was written to disseminate measurably superior instructional strategies to those interested in advancing sound, field-tested educational practices. Part 1 contains chapters that give two views of the future of behavior analysis

(150),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; *American Indian Education; Cultural Awareness; Cultural Context; Cultural Influences; Curriculum Design; *Curriculum Development; *Ethnicity; *Models; *Sex Education
IDENTIFIERS- *Cherokee Nation; Eagle Creek Community; *Freire (Paulo)

A case study of the Eagle Creek community in the Cherokee Nation explored the development of a sexuality education curriculum using Paulo Freire's model. Data indicated that the curriculum empowered people, helped to uncover socio-political and cultural issues that affect behavior, and emphasized the collective knowledge that emerges when a group shares experiences. The curriculum was more culturally sensitive than others because it allowed participants to pose problems to be discussed, and the social action component made the curriculum different from other reviewed curricula. Suggestions proposed that authentic dialogue using Freire's model can occur but will occur unevenly based on race, class, religion, and gender as well as trust, experience, and benefit/risk variables. Historical considerations found Freire's model congruent with Cherokee traditions: (1) more attention was paid to the process than the end product; (2) dialogue was congruent with traditional storytelling; and (3) participatory democracy was similar to early Cherokee government. Specific recommendations suggested the use of the Freirian model in curriculum development, American Indian education, family planning, and sexuality/health education. The data implicated a need for further research into Native American sexuality, the relationship of language to sexuality, and Cherokee gender roles. (CK)

ED 370 846 SO 023 460

Reed, Donald B.
High School Gay Youth: Invisible Diversity.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Conflict; *High Schools; High School Students; *Homophobia; *Homosexuality; Males; Minority Groups; Social Behavior; *Social Bias; Social Differences; Social Environment; Social Influences; *Social Problems

The high school experiences of gay young men, the management of these experiences, and the relationships of these experiences and their management with organizational and personal factors provide the focus of this study of a small, carefully selected sample of gay young men who attended public high schools in the state of Washington. An examination of personal and family contextual factors and organizational contextual factors that condition the way gay youth experience high school precedes an exploration of the way gay youth experience high school. Gay youth confront problematic situations in high school regarding the conflicts of knowing they are different and not wanting to be punished for this difference and of not being honest about their homosexuality. Gay youth manage these situations by deliberately engaging in acceptable heterosexual behavior, by disguising their sexual orientation by interpreting and presenting it in terms of a more socially acceptable

DESCRIPTORS- *Educational Facilities; Global Approach; Humanitarianism; International Relations; *Museums; Nuclear Warfare; *Peace; Visual Arts; War
IDENTIFIERS- *Peace Education; *Peace Museums; Peace Studies

Societies all over the world have museums to commemorate war and war heroes. A world-wide growth of peace museums addresses the issue of museums to celebrate peace. These museums, grounded in the activities of nationals, have a regional base but embody a larger international quest for peace education through the visual arts. The original type of peace museum is the anti-war museum. A second type is the issue-based museum such as in Hiroshima and Nagasaki that developed as a response to atomic bombs and the nuclear age. A third strand of peace museum focuses on the celebration of humanitarian work. Modern peace museums have a multi-faceted approach that encapsulates the world-wide quest for peace. These museums constitute a vital force for non-formal peace work and an opportunity for peace educators. (CK)

ED 370 866 SO 023 937

Dungen, Peter van den
On the Creative Principles, Message and Thematic Content of a Peace Museum. Peace Education Miniprints No. 49.
PUB DATE- Oct 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Expression; *Educational Facilities; Exhibits; Foreign Countries; Global Approach; International Cooperation; International Relations; *Museums; Nuclear Warfare; *Peace; *Thematic Approach; War
IDENTIFIERS- Peace Education; *Peace Museums; Peace Studies

The struggle for peace is a story filled with action, drama, and heroism that should be presented in a peace museum based on a careful selection of themes and the events, individuals, and movements within each theme. An outline provides 18 possible major themes to be addressed in the content of a peace museum in order to present a comprehensive picture of the history and evolution of peace: (1) the unity and fragility of the globe; (2) the experience of Hiroshima and Nagasaki; (3) the anti-nuclear weapons movement; (4) wars and weapons of the post-1945 world; (5) oppositional movements to the military threat and the militarisation of society; (6) the idea of peace in antiquity and in the world's religions; (7) the faithfulness to the pacifist doctrine of heretical sects in the Christian world in the Middle Ages; (8) the enlightenment and the growth of the peace sentiment; (9) following the end of the Napoleonic Wars in 1815; (10) the development of the organized peace movement in the second half of the 19th century; (11) official endeavors for peace, arbitration, growth of international law in the decades leading up to 1914; (12) the radical and socialist peace movements before 1914; (13) the fate of war-resisters in World War I; (14) developments during the inter-war period; (15) international organizations in the post-1945 world; (16) domestic oppression and injustice and the non-violent struggle against it; (17) academic concerns about the causes of war and violence following World Wars I and II; and (18) the growth of international law. (CK)

ED 370 867 SO 023 938

wait-time; (2) within-student's response pause-time; (3) post-student's response wait-time; (4) student pause-time; (5) teacher pause-time; (6) within-teacher presentation pause-time; (7) student task-completion work-time; and (8) impact pause-time. Contians 8 references. (Author/CK)

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ED 370 886 SP 034 755

Price, Elsa C.
Strength through Diversity: Utilizing Diverse Learning Styles Study Groups To Strengthen Teaching and Learning Skills.
PUB DATE- Aug 92
NOTE- 20p.; Paper presented at the Summer Conference of the Association of Teacher Educators (Racine, WI, August 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Students; Community Colleges; *Group Activities; *Grouping (Instructional Purposes); Performance Factors; Student Placement; *Teaching Methods; *Test Anxiety; Two Year Colleges
IDENTIFIERS- *Diversity (Student); Gregorc Style Delineator; Sarason Test Anxiety Scale

To meet the challenges created by diverse learning styles and abilities, community college students are often required to take placement tests to identify individual learning styles. This study was conducted to determine whether organizing students into activity groups based on learning style contributes to performance; and whether grouping students into activity groups representing at least two different learning styles contributes to a reduction in each student's test anxiety score. The Transactional Ability Inventory (TAI), a quickly scored test that categorizes students into one of four learning styles, and the Test Anxiety Scale (TAS) were administered to 46 students at the beginning of the 1992 spring quarter. On the basis of the TAI students were placed into activity groups so that at least two learning styles were represented in each group. At the end of the quarter the TAI, the TAS, and a questionnaire were completed by students. Even though differences in the pre- and post-test scores were not significant, most students agreed with the results of the TAI and had favorable comments regarding working in groups. Statistical analysis of the TAS indicated that grouping students with someone who perceived and processed materials in a different way was very beneficial in reducing test anxiety. A copy of the learning styles questionnaire is appended. (LL)

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ED 370 887 SP 034 832

Brubaker, Dale L.; Simon, Lawrence H.
Teacher as Decision Maker: Real-Life Cases To Hone Your People Skills.
PUB DATE- 93
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Case Studies; *Conflict Resolution; *Decision Making; *Educational Environment; Elementary Secondary Education; *Employment Interviews; Guidelines; Inservice Teacher Education; Problem Solving; Skill Development; *Social Systems

DESCRIPTORS- Case Studies; *Classroom Research; *Cognitive Psychology; *Educational Anthropology; *Educational Researchers; Elementary Secondary Education; Evaluation Criteria; Higher Education; Interdisciplinary Approach; Personal Narratives; *Research Design; Research Needs; Research Utilization

IDENTIFIERS- *Collaborative Research; *Teacher Researcher Cooperation

This book presents the personal experiences of two educational researchers as they learned to conduct classroom research and combines their personal stories with an academic argument about the kinds of classroom research needed in the future. The chapters in this volume emphasize how the social science disciplines of psychology and anthropology have informed classroom research, how interdisciplinary collaboration and teacher-researcher collaboration can contribute to classroom research, and how standards for assessing classroom research designs can be developed and applied. Each chapter features themes that are widely represented in the work of scholars within the discipline as well as one exemplary study to illustrate the themes. The book is organized into nine chapters as follows: (1) "Introduction"; (2) "The Potential of Classroom Research"; (3) "Contributions from Cognitive Psychology"; (4) "Contributions from Educational Anthropology"; (5) "Interdisciplinary Collaborative Research"; (6) "Using Classroom Research in Classroom Practice"; (7) "Standards of Validity for Classroom Research"; (8) "Good Classroom Research Is Achievable"; and (9) "Guidelines for Future Research." (LL)

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ED 370 907 SP 035 246

Assessment! Assessment! Assessment! Kansas Quality Performance Accreditation (QPA).

PUB DATE- Jan 92

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Communication Skills; Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Language Arts; Mathematics Achievement; Norm Referenced Tests; Performance Tests; Portfolios (Background Materials); *Quality Control; *State Standards; *Student Evaluation

IDENTIFIERS- *Kansas; *Quality Performance Accreditation

This report is designed to provide educators who are embarking on the Quality Performance Accreditation (QPA) process with an overview of assessment options, a discussion about the alignment of assessment and curriculum, and a compendium of resources for further investigation into the concept of student assessment. The QPA process recognizes that multiple assessments must be utilized in order to best measure student performance and that the assessment technique must be aligned with the curriculum. Attributes of sound assessments are listed. Types of assessments are discussed, including: criterion-referenced; alternative, authentic, performance-based assessments; portfolios; norm-referenced assessments; communications assessment; and mathematics assessment. A resources section describes a set of 10 videotapes developed by Rick Stiggins titled "Classroom Assessment Training Program." Appendixes contain a blueprint for designing performance-based

York and the United Federation of Teachers. The program establishes a relationship between an experienced mentor teacher and a newly hired uncertified teacher. This report evaluates the 1992-93 M.T.I.P., discusses the program's implementation, analyzes outcomes, and based on findings, makes specific recommendations. Evaluators of the Board's Office of Educational Research (OER) sent survey questionnaires to all mentors (N=864) all interns (N=1,264), and a control group of 100 new teachers who were eligible for the program but had not been matched with a mentor. Mentors who responded to the questionnaire (a total of 542) noted a number of benefits that accrued from the program. They typically rated the program highly on its effectiveness in increasing their professional satisfaction and their coaching skills. New teachers who responded (N=516) also indicated that the program had beneficial effects. Five tables display mean ratings of comfort in academic areas by mentored and unmentored respondents; national norms and scores of M.T.I.P. respondents on the Maslach Burnout Inventory Subscale; intention to teach of mentored and unmentored respondents; intention to teach of interns who began participation in M.T.I.P. in 1992 or 1993; and intention to teach of interns whose teaching area did or did not match that of their mentor. (LL)

ED 370 926          SP 035 272

Ganser, Tom
Metaphors for Mentoring: An Exploratory Study.
PUB DATE- Apr 94
NOTE- 28p.; Paper prepared for presentation at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affective Behavior; *Concept Formation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Language Usage; Learning Experience; Learning Strategies; *Mentors; *Metaphors; Methods Research; *Professional Training; *Teacher Attitudes; Teacher Improvement; Teaching Methods; Verbal Communication
IDENTIFIERS- *Experienced Teachers

This paper posits that metaphor, in addition to embellishing language, promotes a comprehensive understanding of complex concepts and phenomena and provides teachers with a powerful way to talk about their work. The main body of this document, which includes an extensive review of the literature, considers the use of metaphors for mentoring in the preparation of mentors and in research on mentoring. Interviews and surveys were conducted with experienced teacher mentors (N=137) who were asked to provide metaphors, comparisons, or analogies for mentoring. The study revealed that the most common metaphors used to describe mentoring focused on interpersonal relationships such as the relationship between parent and child; that many subjects compared mentoring to teaching; that several subjects compared mentoring to problem prevention or providing emergency services; that some subjects viewed the role of the mentor as one of providing direction; and that several subjects referred to growth and development in their metaphors (e.g. like watching a flower bloom). Based on informants' suggestions, it was concluded that metaphors are useful in elucidating the complexities of mentoring and the mentoring relationship. (Contains 40 references.) (LL)

IDENTIFIERS- Canada; English Language Schools; Francophone Education (Canada); *Preservice Teachers

This study was conducted to provide information for the Ontario Ministry of Education about the 1990-91 graduating class of candidates from teacher education institutions in Ontario. Subjects were 5,080 English-language and 417 French-language teacher education graduates. A longitudinal survey was taken in three stages over a period of two years. This report begins with a French-language synthesis of the study, followed by chapters that deal with: the research context and rationale; the survey process and rates of return; relevant background literature; the teacher education class of 1990-91 (demographic information); recruits of 1991; non-entrants to teaching; and a comparative look at entrants to other professions. Data analysis yielded information about the nature of teacher education from the perspective of students, allowed a glimpse of their thoughts and experiences during the first year of teaching, and formed the basis for concluding remarks that confirmed many commonly held notions about teacher education in Ontario. Appendices provide names of teacher education institutions in Ontario and copies of the three English-language and French-language surveys administered to teacher education students. (Contains approximately 130 references.) (LL)

ED 370 944 SP 035 311

Thiessen, Dennis; And Others
Innovation in Teacher Education: A Review of Recent Literature = L'Innovation dans la formation du personnel enseignant: Etude de textes recents.
PUB DATE- 92
NOTE- 306p.
LANGUAGE- English; French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Action Research; *Beginning Teacher Induction; Educational Change; *Educational Innovation; *Educational Practices; Educational Trends; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Literature Reviews; Partnerships in Education; *Preservice Teacher Education; *Professional Development; Secondary School Teachers
IDENTIFIERS- 1980s; *Reform Efforts

Innovation has become common fare in all phases (preservice, induction, inservice) of the teacher education continuum. This review of the literature looks at innovative practices since 1987. Six chapters elaborate on innovations in teacher education from different vantage points. The first chapter includes a rationale for the review and summarizes review findings. Chapter 2, "Trends and Themes," situates innovations within the context of educational reform and introduces key innovative themes (collaboration, integration, reflection, experience, and inquiry). Chapter 3, "Innovations by Teachers and in Schools," presents a framework which groups innovations by personal or social form, structure, source, and participant involvement. "Innovations for Teachers Within/Across Organizations," the topic of chapter 4, highlights organizational initiatives introduced to support teacher development. Chapter 5, "Towards a Fundamental Purpose for Innovations," examines different levels of purpose (functional, structural, and visionary). The final chapter, "Present and Future Directions," offers a speculative analysis of innovative

ED 370 963 TM 021 507

Garcia-Quintana, Roan; And Others
Cognitive Skills Assessment Battery (CSAB) 1992 Report. Student Performance Assessment Report Series.
PUB DATE- Dec 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Students; Cognitive Development; Disabilities; Elementary School Students; Females; Grade 1; Kindergarten Children; *Learning Readiness; Lunch Programs; Males; Performance; Poverty; Primary Education; Public Schools; Racial Differences; *School Readiness Tests; Sex Differences; State Programs; Testing Programs; *Test Results; White Students
IDENTIFIERS- *Cognitive Skills Assessment Battery; Project Head Start; *South Carolina

The Cognitive Skills Assessment Battery (CSAB), a school-readiness test, is administered to all public school students at the beginning of Grade 1 in South Carolina. This test is designed to measure a student's readiness to begin the formal school curriculum. The number of beginning first graders tested in 1992 (54,357) represented a decrease from that of 1991. Of these, 72.5% (39,403) tested ready, which was also a slight decrease from the 73.4% deemed ready in 1991. Approximately 60.5% of black students tested ready, as compared with 81.9% of white students. More female than male students were considered ready. In addition, there was a difference of 25.1 percentage points in the readiness rates of children eligible for and those not eligible for the lunch program. The readiness rate of students who attended private kindergarten was higher than that of public kindergarten students. Fewer children in 1992 had participated in Head Start, and the number of Head Start students who were ready declined from 1991. The readiness rate of students identified as handicapped also declined. Five figures present test results. Appendix 1 contains three tables of numbers and percentages of students tested, and Appendix 2 has two tables of score summaries. (SLD)

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ED 370 964 TM 021 508

Graphic Supplement for the Iowa State Adult Literacy Survey. Prose, Document, Quantitative.
PUB DATE- Mar 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Literacy; Adult Reading Programs; Adults; Educational Assessment; *Graphs; *Literacy Education; National Surveys; *Reading Achievement; State Programs; *Test Results
IDENTIFIERS- *Graphic Representation; *Iowa; National Adult Literacy Survey (NCES)

This publication presents the results of the Iowa State Adult Literacy Survey as referenced in the publication "Adult Literacy in Iowa: Results of the State Adult Literacy Survey" in graphic form. The State Adult Literacy Survey was a research project in which 12 states assessed the literacy skills of their adult populations. As a component of the National Adult to explore alternative assessment methods. Background material on the development and purposes of the NAEP is provided, along with discussions of NAEP innovations that span subject areas. Six figures and 11 tables illustrate the discussion. (Contains 7 references.) (SLD)

ED 370 983 TM 021 562

Koretz, Daniel; And Others
The Reliability of Vermont Portfolio Scores in the 1992-93 School Year. Interim Report. RAND Reprints Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Evaluation Methods; Mathematics; *Portfolios (Background Materials); Program Evaluation; Program Implementation; *Scores; *Scoring; *State Programs; Testing Programs; *Test Reliability; Test Validity
IDENTIFIERS- *Performance Based Evaluation; *Vermont

The 1992-93 school year saw the second statewide implementation of the Vermont portfolio-assessment program, and RAND continued its ongoing evaluation of the program's implementation, effects, and data quality. While the first year's study found evidence of the impact of the assessment program and low reliability of portfolio scoring, this year's evaluation focused only on the quality of the assessment data. The program was altered in many ways in 1992-93, although it continued its emphasis on portfolios, and this further evolution resulted in a clear increase in the reliability with which mathematics portfolios were scored. While more detailed scores are not as reliable, simple total scores for each portfolio showed moderately high reliability of scoring, particularly for the eighth grade. The reliability of writing portfolio scores did not improve substantially and was considerably lower than that for mathematics. The evaluation finds that reporting scores for supervisory unions (administrative units) is not especially informative and has large margins of error. The improvement in the reliability of scoring means that it is important to begin to focus on validity. (SLD)

ED 370 984 TM 021 563

Mehrens, William A.
Issues and Recommendations Regarding Implementation of High School Graduation Tests.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 58p.; For a related document, see TM 021 564.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Educational Assessment; Educational Finance; Educational Planning; Educational Policy; *Graduation Requirements; *High School Graduates; High Schools; Human Resources; Legal Problems; *Psychometrics; *Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Exit Examinations; High Stakes Tests; North Central Regional Educational Laboratory; United States (North Central)

A study was designed in which a battery of 11 selected instruments was given to 320 professional students (four classes) at the University of Illinois College of Veterinary Medicine to measure a variety of parameters of brain function and cognitive ability. Results were to be used to develop ability or competency profiles, to compare scores, to identify abilities and skills that contribute to success, and to build a database of information about students' information-processing skills. The primary conclusion reached after reviewing all the scores is that, in spite of the national concern over a perceived weakness in female performance in the sciences, females in the study population were equal on every measure to their male counterparts, as shown by their average scores. Too little information was available to draw any conclusions about minority students. It was also observed that students' progress in the preclinical portion of the curriculum could be enhanced by students' having a more detailed view of their learning-related abilities and by instructors' understanding and appreciation of the competencies that contribute to academic achievement. Thirty-seven figures illustrate study findings. (Contains 18 references.) (SLD)

ED 371 004 TM 021 631

Roth, Jeffrey; Damico, Sandra Bowman
Broadening the Concept of Engagement: Inclusion of Perspectives on Adolescence.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alienation; Child Development; Developmental Psychology; Educational Environment; *Emotional Response; Family Influence; High Schools; High School Students; Honors Curriculum; Interviews; Peer Relationship; Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Student Engagement

Current knowledge about adolescent development (drawing primarily from developmental pediatrics and psychology) is reviewed to determine whether research and theory can help deepen understanding of why high school continues to be an alienating experience for large numbers of students, and this question is examined through responses of high school students to questions relating to student engagement. Sophomores and seniors (n=178) in regular and honors classes at nonurban high schools in Florida were interviewed in depth for the study. Chief among the findings is that adolescents do not sharply distinguish between intellectual and emotional matters; difficulties in grasping the content of courses are not separated from feelings they have formed about their teachers' personalities. They make an effort to engage when they feel that their teachers care about them personally. Their most poignant complaints have to do with the ways schools prevent opportunities for socializing. Many school structures and policies act in ways counter to the adolescent's needs and serve to reduce student engagement. Mismatches in the school experiences of adolescents are described. To increase the commitment and affiliation of high school students the notion of engagement needs to be expanded to include values and desires indigenous to adolescents. (Contains 36 references.) (SLD)

Administration Quarterly.
PUB DATE- Apr 94
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Data Analysis; Educational Administration; Educational History; Educational Research; *Job Satisfaction; Literature Reviews; Meta Analysis; Reliability; *Research Reports; *Scholarly Journals; *Synthesis; Validity
IDENTIFIERS- Editorial Policy; *Educational Administration Quarterly; Empirical Research; Power (Statistics); Variance (Statistical)

To maximize knowledge from existing studies and to determine how job satisfaction constructs have been operationalized in the field of educational administration over the last quarter century, reliable and valid procedures must be developed to synthesize findings from the studies empirically. This study synthesizes empirical findings on job satisfaction in the first 26 volumes (1965 to 1990) of the "Educational Administration Quarterly" (EAQ). Six sequential research objectives and 31 research questions were pursued through a model designed to classify, record, and analyze study characteristics in EAQ articles. Of the 474 articles in the EAQ in the period, 41 addressed constructs of job satisfaction according to article authors. Of these, 34 gave empirical findings, but only 22 had sufficient information for the synthesis. Drawing on the analysis of these articles, recommendations are made for editorial policies and data reporting in the EAQ in the following areas: (1) construct operationalization, (2) statistical power, (3) data-reporting standards, (4) unit of analysis, (5) indicators of explained variance, and (6) study of administrators. Suggestions are given for future research based on the review of topics addressed to date. (Contains 60 references.) (SLD)

ED 371 025 TM 021 656

Klein, Davina C. D.
Transferring Critical Thinking Skills across Content Areas: The Effects of Multiple Content Areas and Summary Generation on the Analogical Problem Solving of Regular and Honors Students.
PUB DATE- Apr 94
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication (Thought Transfer); *Critical Thinking; *Elementary School Students; Grade 6; Grade 7; Honors Curriculum; Intermediate Grades; Junior High Schools; Junior High School Students; Metacognition; Performance; *Problem Solving; Questionnaires; *Thinking Skills; *Transfer of Training; Word Problems (Mathematics)
IDENTIFIERS- Analogical Reasoning; Schema Theory; *Summarization

This study examined how learning a problem-solving strategy or schema in one or two distinct content areas with copying or

(SATL), were developed. In phase 2 the SATL and the model were pilot tested with the inclusion of student and faculty perceptions of the instrument. Phase 3 studies of the validity and reliability of the SATL were conducted with 28 continuing-education classes. The majority of student participants were female (67.2%) most of whom were older than traditional college students. Data from 448 students were the basis for additional trials in phase 4 with nearly 1,000 students and 80 faculty members from a larger sample of evening-school classes. Results provide empirical support for the validity and reliability of the instrument and suggest that the instrument and the model provide valuable information on teaching and learning in higher education. Four tables present study data. Appendix A contains the course evaluation report profiles, and Appendix B contains the course evaluation report histograms. (Contains 32 references.) (SLD)

ED 371 044 UD 028 937

City Child Poverty Data from 1990 Census.
PUB DATE- 11 Aug 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Census Figures; *Children; Disadvantaged Youth; Hispanic Americans; Low Income Groups; *Poverty; Tables (Data); Trend Analysis; *Urban Areas; White Students

Seven tables present data on child poverty in United States cities from information derived from the 1990 Census. The following are included: (1) number of poor and poverty rate of persons younger than 18, 1989, in 200 cities that have populations over 100,000; (2) number of poor and poverty rate of White persons younger than 18, in 1989, in the same cities; (3) number of poor and poverty rate of Black persons younger than 18, 1989, in the same 200 cities; (4) number of poor and poverty rate of Hispanic persons younger than 18, 1989, in the same 200 cities; (5) number of poor and poverty rate of Asian persons and Native American persons younger than 18, 1989, in the same 200 cities; (6) related children under 18 (number of poor and poverty rate in 1979 and 1989) in the 100 cities with the largest populations in 1980; and (7) the 89 counties with higher child poverty rates in 1989 than the poorest city (Detroit, MI). (SLD)

ED 371 045 UD 029 061

Gordon, Randy
School within a School, Grades 7, 8, 9, 10. Focus on Program Evaluation.
PUB DATE- Nov 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Basic Skills; Career Guidance; Class Size; Counseling; Formative Evaluation; *High Risk Students; High Schools; High School Students; *House Plan; Junior High Schools; Junior High School Students; Middle Schools; *Program Evaluation; *School Restructuring; *Student Attitudes; Urban Schools
IDENTIFIERS- Contextual Analysis; *Des Moines Public Schools IA; Middle School Students

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Colleges; *Black Students; Educational Environment; Educational Finance; *Educational Objectives; Enrollment; Graduate Students; *Graduate Study; Higher Education; *Journalism; Mass Media; *Professional Education; Student Costs; Student Financial Aid; *Student Motivation
IDENTIFIERS- *African Americans; University of South Carolina

To identify factors motivating African Americans to attend graduate or professional schools, questionnaires were mailed to nearly 1,600 African American journalism or mass communication students at historically Black colleges and universities (HBCUs). A second objective was to determine locations and schools from which the University of South Carolina could recruit African Americans, and a third purpose was to determine the most effective channels for recruiting African American graduate students. Of the 397 respondents, 327 were undergraduate journalism or mass communication majors. In general, educational climate factors were not as important as considerations that bear directly on what a prospective graduate student must do to complete the program, the experiential opportunities the program will provide, and the expected costs and financial aid available. Approximately three in four students would be interested in going to schools other than their undergraduate alma maters, and nearly half would enroll in predominantly White institutions with large African American student populations. The main reason for choosing graduate school was self-actualization, with better pay and better career prospects also important. Implications for student recruitment are discussed. (Contains 10 references.) (SLD)

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ED 371 065 UD 029 896

Reglin, Gary
Promoting Success for the African-American Male Student: A Blueprint for Action. A Series of Solutions and Strategies, Number 8.
PUB DATE- Jan 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Black Students; Cognitive Style; Cooperative Learning; Cross Age Teaching; Cultural Differences; Educational Environment; *Family Structure; *Males; *Parent Participation; Peer Teaching; Racial Discrimination; *Role Models; Self Esteem; Tutoring
IDENTIFIERS- *African Americans; Victimization

This suggested blueprint for actions to promote academic and personal success for the African American male student begins with an analysis of cultural factors in the lives of these students, starting with family structure. The shortage of positive African American male role models, the perceptions of societal racism and victimization, and the existing African American male subculture work against academic achievement. To counter these forces, the blueprint recommends: (1) high but realistic expectations; (2) parent and family involvement; (3) parent centers; (4) emphasis on the whole child; (5) building self-esteem; (6) cooperative learning; (7) cross-age and peer tutoring; (8) learning-styles instruction; (9) prevention and assessment of chilly classroom environments; (10) integration of African American males into class activities; and (11) enrichment of the classroom with African American male role chi-square test. However, among high school students, there was a dramatic decrease in the number receiving one or more "citizenship needs improvement" evaluations. Overall, the project did not achieve the success it sought. Recommendations are provided. (GLR)

ED 371 087 UD 029 925

Morantz, Alison
Money, Choice, and Equity in Kansas City. Major Investments with Modest Returns.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; Educational Improvement; Educational Planning; Elementary Secondary Education; Inner City; *Magnet Schools; Minority Groups; *Program Evaluation; *School Desegregation; School Resegregation; *Urban Schools
IDENTIFIERS- *Kansas City Public Schools MO

This report presents a case study concerning the accomplishments of the Kansas City (Missouri) specialized magnet schools that were created to cure the low academic achievement of minority students and eliminate the racial isolation that existed. The plan sought to dramatically improve the facilities and programming of the city schools, the expected results of which were to be an increase in the academic achievements of minority students and the attraction of White students from the suburbs. The study reveals only modest gains both in academic achievement and desegregation resulting from the plan. The strongest evidence for increased academic improvement was confined to the elementary schools. Considerable progress was made in the redistribution of the existing student pool and interracial exposure, but the attraction of new White students into the district was hard to judge. Based on these findings and others, the report recommends greater efforts by the courts in addressing the issue of long-term maintenance needs before implementing large-scale facility improvements. There is also the need to provide explicit indicators of educational achievement and to make court-ordered resources contingent on achieving certain academic goals. Finally, future goals of magnet schools should be confined to enhancing educational quality for disadvantaged minority youth rather than being a tool for desegregation. (GLR)

ED 371 088 UD 029 926

Natriello, Gary; And Others
Between the Rock of Standards and the Hard Place of Accommodation: Evaluation Practices of Teachers in High Schools Serving Disadvantaged Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth;

in education, while part 2 focuses on promoting applied behavior analysis. Part 3 addresses issues in early childhood education, and part 4, the longest section, contains 11 chapters that deal with measurably superior instructional practices for school-age children. Part 5 addresses transition intervention and adult learners, and Part 6 integrates behavior analysis into educational and public policy. Several of the highlighted programs in Parts 3 and 4 deal with disadvantaged students in urban areas. Chapter 10 considers reading instruction for low-income children in an urban area, and Chapter 14 considers the programs of Morningside Academy and Malcolm X College in Chicago (Illinois). Chapter 17 considers the ecobehavioral assessment of bilingual special education and contains remarks on an urban pilot study. Chapter 24 (Part 5) concentrates on high-risk black college students and offers an alternative approach for their success. References follow each paper. (SLD)

ED 371 108 UD 029 962

Burnett, Gary
Urban Teachers and Collaborative School-Linked Services. ERIC Digest 96.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrators; *Cooperation; Definitions; Delivery Systems; Educational Objectives; Elementary Secondary Education; Needs Assessment; *Partnerships in Education; Social Problems; *Social Services; *Teacher Role; Teaching Methods; Urban Schools; *Urban Teaching
IDENTIFIERS- ERIC Digests; *School Linked Services

This digest provides some guidelines for developing partnerships between schools and outside service agencies and suggests some roles that teachers can play in the process. The successful provision of service depends not only on administrators, but also on people in direct contact with students, including classroom teachers. School administrators bear the responsibility for finding appropriate service providers who are willing to become partners. Once the initial contact has been made, administrators must find out what they can about the operations of service providers and elicit their active input to program planning. Defining needs and goals is essential to establishing the collaboration, and maintaining that collaboration is largely a result of the careful initial definition of goals and responsibilities. In the final analysis, teachers provide the force that makes school-linked programs work. (Contains 9 references.) (SLD) orientation, and by identifying and befriending other gay youth in the school. The consequences of the high school experience on gay youth are: (1) a chronic sense of personal shame; (2) a conflict between alienation from the high school and alienation of the self; (3) an inability to participate spontaneously; (4) victimization; and (5) self-destructive behavior. (CK)

ED 370 847 SO 023 467

Hanford, George H.
How To Save the World: Through Critical Thinking.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (13th, Rohnert Park, CA, August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Decision Making; Elementary Secondary Education; Peace; *Problem Solving; *Thinking Skills; World Affairs; *World Problems

Education is the best hope for peace and progress in the world, and because education is best given and received when infused with critical thinking, critical thinking can save the world. Some of the most serious problems facing humankind are overpopulation and famine. The problems of ethnicity, colonialism, and religion further complicate matters worldwide. From the global perspective of questioning and analyzing situations in Malaysia, Norway, and other countries, the emphasis shifts to the problems in the classrooms of the United States. From surveying urban school teachers and college professors of inner city students, the academic competencies students need to develop are reading, writing, speaking and listening, mathematics, studying, and drawing conclusions from data. The last is known as critical thinking skills and is basic to effective learning. Students need the competencies to master subject matter, need the subject matter on which to hone the competencies, and need the ability to reason to do both. Three bases develop the assertion that critical thinking can help save the world: (1) the world needs saving; (2) reasoning is at the center of effective learning; and (3) a dimension exists that will ensure education is used to solve problems in ways that recognize the worth of all men and women. The application of critical thinking to the educational process can help save the world by insuring that well-educated, critical thinking minds will be available to take on the problems not only of this century but also of the next century. (CK)

ED 370 848 SO 023 552

Wain, Kenneth
Secondary Education and Research in Malta: An Overview = Recherche et enseignement secondaire a Malte: Yue d'ensemble.
PUB DATE- 22 Jul 92
NOTE- 36p.; Paper presented at the European Educational Research Workshop (Valletta, Malta, October 6-9, 1992). Uneven type density may affect legibility. Best copy available.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Research; Educational Administration;

Bjerstedt, Ake, Ed.
The PEC Network 1993. Directory of the Peace Education Commission. Peace Education Miniprints, No. 47.
PUB DATE- Oct 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Directories; *Information Networks; International Cooperation; *Peace
IDENTIFIERS- *Peace Education; *Peace Education Commission

This extensive list of the council members of the Peace Education Commission (PEC) from 1992-1994 gives mailing addresses and some telephone and fax numbers to enable direct contact with network members. The Peace Education Commission (PEC) facilitates international cooperation among individuals interested in peace education and research related to peace education. Operating via a Council and an Executive Secretary, the main ambition of PEC is to serve as a useful network for transnational information and the support of the peace education field through a newsletter service and an updated address list. (CK)

ED 370 868 SO 023 939

Yamane, Kazuyo
A Peace Museum as a Center for Peace Education: What Do Japanese Students Think of Peace Museums? Peace Education Miniprints No. 50.
PUB DATE- Oct 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Resources; Creative Thinking; Critical Thinking; Elementary Secondary Education; Foreign Countries; *Museums; Social Science Research; *Student Attitudes
IDENTIFIERS- *Japan; *Peace Education

This paper discusses present trends and possibilities in the peace museum field. The document is based on a collection of written opinions of Japanese students on peace museums, visits to peace museums in other countries, and a position on a peace museum and center for peace education in Japan. Peace museums throughout the world show that they can play a role as centers for peace education, not only in the community but also in its schools. It should be important to promote visitors' active participation in peace museums and to foster critical and creative thinking for the future. National peace museums are desirable, but it is also important to have community-based peace museums to interact with schools. The opinions of Japanese students about peace museums were directly affected by whether the responding student had actually visited a peace museum. Those who had not tended to have unfavorable or apathetic attitudes toward peace museums. Those who had visited such museums had a far more favorable impression of the importance of peace education and the role of the peace museum in aiding that education. Peace museums throughout the world play a role as centers for peace education. The contents of the exhibits are related closely to the goals of peace education. Although army museums glorify war, they do imply what peace museums should be like in terms of exhibits and the method to reach the goals of peace education. (DK)

Every day, teachers resolve countless conflicts and contradictions. This book deals with the development of informed, problem-solving, decision making skills that will increase the effectiveness of educators. The volume is organized into three sections. The first section explains how schools function as social systems, presents a series of case studies and exercises drawn from the day-to-day experience of teachers, and focuses on key variables in decision making and operational guidelines for decision making. Two different kinds of cases for study are used. The first type, a philosophical approach, requires teachers to acknowledge their personal orientation toward teaching; the second type of scenario, called "technical," requires teachers to select the best of several possible responses to a given situation. The second section deals with sources of conflict in the school and presents ways in which cases can be used and responded to. Cases of conflict between students and teachers, teachers and teachers, administrators and teachers, and parents and teachers are provided. The final section addresses interviewing for a teaching position and consists of cases representing interviewer-teacher conflict. (Contains 27 references.) (LL)

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ED 370 888 SP 035 109

Noori, Kathryn K.
A Constructivist/Reflective Paradigm: A Model for the Early Childhood Program at Tuskegee University.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *Conceptual Tempo; Constructivism (Learning); Early Childhood Education; *Educational Philosophy; Higher Education; *Models; Piagetian Theory; *Preservice Teacher Education; Program Evaluation; *Teacher Education Curriculum
IDENTIFIERS- Dewey (John); Progressivism; *Reflective Teaching; Reflective Thinking; *Tuskegee University AL

The Early Childhood Program in the Department of Curriculum, Instruction and Administration at Tuskegee University (Alabama) is described as a convergence of Jean Piaget's constructivism and John Dewey's progressivism. It is designed to provide preservice teachers with experiences that promote reflective practice and that view the learner as an autonomous, inquisitive thinker. This paper discusses the program's philosophical assumptions, which are based on learning as a process of knowledge construction, not knowledge recording or absorption, and on the importance of reflection as a means of learning from experience. Program components that are believed to foster reflective thinking include: dialogue; learning through active participation; learning from practicing in actual situations; and reflecting through videotaping lessons, journal writing, and planning. Three interrelated elements of the developmentalist tradition of reflective teaching are discussed, emphasizing focused observation of children's behavior and the creation of learning environments that support children's development and interests, encouraging students to adopt an experimental attitude towards practice, and placing a premium on the artistic aspect of teaching. Feedback from students is reported, providing evidence that students are internalizing the program's basic tenets, are involved in problem-solving, and are reflecting on and questioning their assessments, worksheets for developing portfolios, Kansas communications outcomes, a description of the six-trait analytic model and a guide for rating student writing, and Kansas mathematics standards. (Contains 25 references.) (JDD)

ED 370 908 SP 035 249

Renwick, Margery; Vize, June
Windows on Teacher Education: Student Progress through Colleges of Education. Phase 2: The Second Year.
PUB DATE- 91
NOTE- 217p.; For reports on the other phases of this study, see ED 334 163 (Phase 1), SP 035 250 (Phase 3), and ED 365 670 (Phase 4). For the final report, see ED 368 713.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Course Content; *Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; Interviews; Longitudinal Studies; Performance Factors; *Preservice Teacher Education; *Student Attitudes; Student Evaluation; *Student Teachers; Student Teaching; *Teacher Education Programs
IDENTIFIERS- *New Zealand; *Preservice Teachers

This study presents findings from the second phase of a longitudinal study of teacher education, based on interviews with 105 students in their second year of training at three colleges of education (Auckland, Wellington, and Christchurch) in New Zealand. The study investigated students' perceptions of their second year of training, their performance, and factors in student performance. Extensive use is made of direct quotations from students' interviews, and a series of student profiles is offered to give a more rounded view of individual students. Findings indicate that more than 80 percent of students were either as motivated or more motivated to be primary school teachers than when they began the course; students commented favorably on courses where there was a clear link between theory and practice and where the course was taught in a practical manner; students regarded their teaching practice experiences as the most valuable part of the course; and students' main concern about college assessment procedures was that assessment should assist their learning and give them a valid credential at the end of the course. Appendices report on those students who left college before completing their training, unsuccessful applicants to teacher training, reasons why students chose particular courses, college policies on assessment, and university courses taken by college students. (Contains 18 references.) (JDD)

ED 370 909 SP 035 250

Renwick, Margery; Vize, June
Windows on Teacher Education: Student Progress through Colleges of Education. Phase 3: The Third Year.
PUB DATE- 92
NOTE- 181p.; For reports on the other phases of this study, see ED 334 163 (Phase 1), SP 035 249 (Phase 2), and ED 365 670 (Phase 4). For the final report, see ED 368 713.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Course Content; *Curriculum; *Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; Interviews; Longitudinal Studies;

ED 370 927 SP 035 273

Brown, David F.
Experiencing Shared Leadership: Teachers' Reflections.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Education; *Elementary School Teachers; *Leadership Training; *Participative Decision Making; Principals; Professional Autonomy; Program Implementation; Qualitative Research; *School Based Management; Self Evaluation (Groups); *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- Reform Efforts; *Teacher Empowerment

The thought of shared leadership offers teachers a vision of more control of central issues of concern, opportunities for significant decision making, and the development of a more democratic environment. This paper presents an account of the success and frustrations encountered by an elementary school throughout an 18-month period of school-based management implementation. An ethnographic indepth study of a single school site was conducted. Data were gathered by the facilitator/researcher who played the role of participant observer. The following concerns were addressed: (1) to what extent would teachers be empowered? (2) how would teachers react to greater opportunities for decision making? (3) what additional decisions would teachers be allowed to make? (4) what are the perceived successful aspects of school-based management? (5) what the perceived roadblocks that arose during implementation? and (6) how would students' academic lives be enhanced as a result of this governance change? The main body of the document discusses the following themes identified as salient by the study: (1) the issue of trust, (2) questioning the value of commitment and collaboration, (3) confusion of roles and responsibilities, (4) the challenge of focusing on student needs, (5) administrative expectations and limitations, and (6) the establishment of open communication. (Contains 18 references.) (LL)

ED 370 928 SP 035 274

Vaughn, Sharon; And Others
Teachers' Views of Inclusion: "I'd Rather Pump Gas."
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; Classroom Environment; *Disabilities; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Gifted; *Mainstreaming; *Negative Attitudes; Regular and Special Education Relationship; Secondary School Students; Secondary School Teachers; Special Education Teachers; *Teacher Attitudes
IDENTIFIERS- *Diversity (Student); Focus Groups Approach;

trends and possibilities. Appendix A provides references by the continuum (preservice, induction, inservice, and across the continuum); Appendix B provides references on innovations by teachers and in schools (individual, pair and group approaches); Appendix C provides references on innovations for teachers and within/across organizations (support systems, centres, partnerships). (LL)

ED 370 945 SP 035 313

Rollins, Billie; Campbell, Eugene
Alternative Teacher Program. Report to the General Assembly, 1993-94.
PUB DATE- Jan 94
NOTE- 10p.; For the 1992-93 report, see ED 360 312.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alternative Teacher Certification; *Apprenticeships; Beginning Teachers; College Graduates; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Mentors; *Nontraditional Education; Program Administration; Program Development; *Teacher Education; Teacher Employment; *Teaching (Occupation)
IDENTIFIERS- *Colorado State Department of Education

Colorado's Alternative Teacher Program, mandated by the State in 1991, enables persons with bachelors' degrees to enter approved alternative teacher certification programs developed by school districts, boards of cooperative services, independent schools, and institutions of higher education. The Colorado Department of Education (CDE) issues a 1-year alternative certificate when an approved candidate is employed. The certificate enables the individual to work as a teacher under the supervision of a master/mentor teacher, building principal, and representative of an approved institution of higher education. During the 1-year training and supervision program, the alternative teacher completes 225 clock hours of professional preparation. Prior to July of 1994, 5-year standard teaching certificates were issued to teachers upon completion of the program. After July 1, alternative teachers who successfully complete the program will be issued a 3-year Provisional Teacher License. This second annual report provides a framework for examining program development, site-based training organizations, the 40 alternative teachers employed in approved alternative programs 1993-94, and program operation information. The document concludes with a discussion of concerns identified by the CDE with respect to the program's future, including implications of reductions in school funding. (LL)

ED 370 946 SP 035 314

Teacher Education in Colorado 1991-1992 & 1992-1993.
PUB DATE- Dec 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Beginning Teachers; College Graduates; *Educational Change; Elementary Secondary Education; Higher Education; Program Development; *Schools of Education; State Programs; Statistics; *Teacher Certification; *Teacher Education Programs; Teacher Educators; *Validated Programs
IDENTIFIERS- Colorado; *Preservice Teachers; *Specialized

Literacy Survey, the survey obtained information on literacy levels, average literary proficiencies, and the connection between literacy and education. Literacy was defined for these surveys as the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. The average prose, document, and quantitative proficiency scores of adults in Iowa were approximately the same as those of adults in the Midwest region, but were higher than those of adults nationwide. The 62 graphs displaying this information are cross-referenced to the specific data tables in the complete report. (SLD)

ED 370 965 TM 021 509

South Carolina Education Profiles 1993.
PUB DATE- 93
NOTE- 621p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Census Figures; *Counties; Educational Finance; Educational Innovation; Elementary Secondary Education; Family Characteristics; Income; Industrial Structure; *Institutional Characteristics; Population Distribution; *Profiles; *School Districts; School Statistics; *Student Characteristics; Tables (Data)
IDENTIFIERS- *South Carolina

This report provides statistical profiles of South Carolina's 91 school districts in the context of the counties in which they are located. Profiles of each county give information on features such as population, family characteristics, income levels, and the industrial base. Each county profile is followed by a profile of each school district. District profiles describe schools and students, school finance, and academic achievement. A state profile that precedes the county and district profiles uses the same indicators. Most county data come from 1990 census figures with some 1991 estimates when available. District data come from information supplied by superintendents to the state department of education. A section of "Initiative Highlights" gives information on some of the state's innovative educational practices. (SLD)

ED 370 966 TM 021 512

Wolfe, Edward; And Others
A Comparison of Word-Processed and Handwritten Essays from a Standardized Writing Assessment. ACT Research Report Series 93-8.
PUB DATE- Dec 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Comparative Analysis; Computer Uses in Education; *Essays; Grade 10; *Handwriting; High Schools; High School Students; *Scoring; Scoring Formulas; Standardized Tests; Test Format; *Word Processing; Writing Skills; *Writing Tests
IDENTIFIERS- Report Format; *Transcription

The two studies described here compare essays composed on word processors with those composed with pen and paper for a standardized writing assessment. The following questions guided these studies: (1) Are there differences in test administration

As the first paper in a series of policy papers on high-stakes student assessment programs, this paper examined high school graduation tests. High stakes refers to the use of test results to make important decisions about the test taker. Whether to use a high school graduation test is an essential policy question that will be addressed in a forthcoming paper; how to develop a sound graduation test is the focus of this paper, and most of the material is drawn from the experiences of the seven states participating in the North Central Educational Research Laboratory (NCREL). Brief descriptions of graduation requirements and tests are given. An expert panel employed by the NCREL to help Michigan develop its high school graduation test offers recommendations in the broad categories of (1) content specification, (2) psychometric issues, (3) educational issues, (4) legal issues, (5) policy and administrative issues, and (6) human and financial resources. (SLD)

ED 370 985 TM 021 564

Phillips, S. E.
Legal Implications of High-Stakes Assessment: What States Should Know.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 152p.; For a related document, see TM 021 563.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Litigation; Disabilities; *Discriminatory Legislation; Educational Assessment; Educationally Disadvantaged; *Educational Planning; Elementary Secondary Education; *Legal Problems; Legal Responsibility; Policy Formation; Standards; State Legislation; *State Programs; Test Bias; Test Construction; *Test Use
IDENTIFIERS- *High Stakes Tests; *Performance Based Evaluation

States use many high-stakes assessments to make decisions about individuals. These tests may be criticized by those who believe that their purpose or application is discriminatory. Because litigation is time consuming and costly, it is advantageous for states to plan assessments carefully to maximize legal defensibility. This handbook is designed as an introduction to relevant legal issues in assessment for a variety of policymakers, although it is not intended to be a substitute for legal advice. A set of general guidelines generated from legal decisions on assessment and professional standards is presented in chapters devoted to four major areas of concern in statewide assessment: (1) testing to award diplomas; (2) potential bias against historically disadvantaged groups; (3) testing accommodations for disabled persons; and (4) legal issues in performance-assessment. Lists of terms, cases, legal theories, and measurement and educational issues introduce each chapter. Each chapter also contains recommendations for defensible policies and procedures. References, 119 in all, follow each chapter. (SLD)

ED 370 986 TM 021 570

Benton, Stephen L.; And Others
External-Storage Effects on Writing Processes: Delay Hypotheses.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

ED 371 005 TM 021 636

Cole, Ardra L.
Doing Life History Research--In Theory and in Practice. Draft.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Educational Research; *Experience; *Life Events; *Qualitative Research; *Researchers; *Research Methodology; *Self Evaluation (Individuals)
IDENTIFIERS- *Life History Method

The methodological issues associated with life-history research are explored from the perspectives of researcher and teacher of qualitative research methods, and from the perspective of a participant in a life-history study. The author illustrates with her own experiences how different research can look from both sides of the microphone and how important reflexivity (self-reflexive ideas) is in research practice. She engaged in a life-history study of her practice as a teacher educator, both to complement her own self-study agenda and to explore what it means to be researched. Another researcher, studying the conduct of life-history research, engaged the author as subject. A self-reflexive stance means that the researcher himself or herself defines an inquiry, makes assumptions explicit, and raises awareness about how participants might feel in order to be responsive to them throughout the research. The experiential understanding gained adds a critical dimension to the author's practice of qualitative research. (Contains 40 references.) (SLD)

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ED 371 006 TM 021 637

Sadek, Ramses F.; Huberty, Carl J.
Using Monte Carlo Studies in Discriminant Analysis: An Overview.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Discriminant Analysis; *Estimation (Mathematics); *Evaluation Methods; Foreign Countries; Literature Reviews; *Monte Carlo Methods; *Research Methodology; Simulation; Statistical Studies
IDENTIFIERS- Outliers; Variables

This study presents an overview of Monte Carlo studies in discriminant analysis. Some common questions about the use of Monte Carlo techniques are answered through a brief literature review of articles on discriminant analysis in which Monte Carlo methods are used. The articles cover many research points, such as comparing error rate estimates, evaluating different discriminant rules, and studying outlier influence. The study may be of assistance to researchers who are interested in conducting Monte Carlo studies, especially in choosing the values of the parameters of factors under explaining of the strategy affected students' ability to transfer that strategy to a new content area. Eighty-one regular and 56 honors junior high school students (grades 6 and 7) were presented with story problems and their solutions in one or two content areas. Students also completed plan worksheets in which they copied or explained the underlying strategy. In a transfer task, students were asked to solve a new story problem and to complete a questionnaire about metacognitive strategy use. They were then given a hint to use the previously learned story problems and a second chance to solve the problem. Copying or explaining the strategy had no effect on subsequent transfer. For regular students, exposure to a strategy in two content areas significantly enhanced pre-hint, but not post-hint, performance. Two-content honors students performed better on the post-hint task than did one-content students, but there were no differences in pre-hint transfer. Honors students reported more metacognitive strategy use. A direct relationship was found between transfer and metacognitive scores, with higher-performing students reporting more metacognitive strategy use. Plan worksheets and the questionnaire are appended. (Contains 32 references, 1 figure, and 2 tables.) (SLD)

ED 371 026 TM 021 657

Hmelo, Cindy E.; And Others
The Cognitive Effects of Problem-Based Learning: A Preliminary Study.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Clinical Diagnosis; *Cognitive Processes; Coherence; Curriculum; Educational Assessment; Educational Objectives; Higher Education; *Learning Strategies; Medical Education; *Medical Students; Outcomes of Education; *Teaching Methods; Thinking Skills
IDENTIFIERS- Paper and Pencil Tests; *Problem Based Learning

In a study of the development of measures that can assess specific learning and reasoning changes affected by a problem-based learning (PBL) curriculum in medical education, evidence is provided of the cognitive benefits of a PBL approach. To determine whether PBL students reach reasoning goals with a novel clinical case, the study evaluated directionality of reasoning, coherence of explanations, and use of basic science information in explanations for 20 medical students in a PBL class and 20 in the same core curriculum without the PBL experience. Both groups evaluated the same clinical case study. The paper-and-pencil measures that were developed revealed a significantly greater use of hypothesis-driven reasoning in the PBL group, as well as greater coherence in their explanations. PBL instruction appears to have distinct cognitive consequences that may influence medical practitioners throughout their careers and may shape the learning strategies they use in lifelong learning. Six figures present study data. (Contains 14 references.) (SLD)

ED 371 027 TM 021 658

Paradis, Lisa McWhinnie; Peverly, Stephen

School within a School (SWS) is a locally funded program in the Des Moines (Iowa) Public Schools of instruction in basic skills, career guidance, and counseling support for at-risk 7th, 8th, 9th, and 10th graders in comprehensive middle schools and high schools. In 1991-92, 323 high school students and 67 middle school students participated. As part of the program role of support to students who are not being successful in school, teachers work with reduced class sizes to make personal connections with students. Counselors intensify human connections with these students. Referrals to program and community agencies and small group counseling help students cope with forces interfering with their success in school. Students perceive the SWS program positively, with an average of 88 percent responding favorably in attitude surveys since 1989. Student performance objectives between 1989 and 1992 demonstrate positive growth for SWS students in progress toward graduation and attendance and lower dropout rates. To determine long-term effects, evaluation must be planned to continue beyond grade 10. Cost estimates are provided for expanding program services, including teacher training, and increasing the numbers of students served. Six tables present evaluation findings. (SLD)

ED 371 046 UD 029 101

Cruz, Jose E.
Puerto Rican Participation in Job Opportunities and Basic Skills (JOBS) Programs. A Preliminary Assessment.
PUB DATE- Nov 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Economically Disadvantaged; Educational Objectives; *Employment Opportunities; Ethnic Groups; Federal Government; Females; Job Skills; Needs Assessment; Program Evaluation; *Puerto Ricans; *Spanish Speaking; *Urban Areas; *Welfare Recipients
IDENTIFIERS- Family Support Act 1988; Focus Groups Approach; *Job Opportunities and Basic Skills Program; Language Minorities; New Jersey (Newark); New York (New York); Pennsylvania (Philadelphia); Self Sufficiency

This report presents the findings of a preliminary assessment of the strengths and weaknesses of the Job Opportunities and Basic Skills (JOBS) programs, the welfare-to-work centerpiece of the Family Support Act, for moving Puerto Rican welfare recipients closer to self-sufficiency. Programs in Newark (New Jersey), New York City, and Philadelphia (Pennsylvania) are reviewed. Six focus groups involving 42 Puerto Rican welfare recipients indicated that the majority of participants are female single heads of households, over age 30, born in Puerto Rico, and predominantly Spanish-speaking. Participants were united in a dislike for welfare and a desire to work or study, but most were skeptical about the impact the Family Support Act will have, and most continued to feel discrimination on the basis of language and ethnic background and to have a sense that program operations would be impersonal and focused on program requirements rather than participant goals. Implications for implementation of JOBS programs are discussed, with attention to child-care needs, educational goals, and language barriers. Two tables present study findings. Appendixes contain a summary of a previous report on the Family Support Act, an overview of the Act, and profiles of participating organizations. (Contains 51 references.) (SLD) models. (Contains 38 references.) (SLD)

ED 371 066 UD 029 900

Zaslavsky, Claudia
Multicultural Mathematics Education.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Instructional Materials; *Mathematics Instruction; *Multicultural Education; Reference Materials; *Resource Materials; *Teaching Methods

Teachers can enrich the mathematics curriculum by taking examples from our own diverse society and other societies. A multicultural perspective can also be adopted through the study of the history of mathematics, through which students can learn that the foundations of precollege mathematics were laid in Africa and Asia. This bibliography lists 25 sources to assist in a multicultural approach to mathematics education. An additional five, less specific, references are listed. (SLD)

ED 371 067 UD 029 904

Beland, Kathy
Segundo Paso. Jardin de Ninos (Second Step. A Violence-Prevention Curriculum).
PUB DATE- 92
NOTE- 99p.; Spanish translation by CTS, Vancouver, Washington.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aggression; Anger; Behavior; *Bilingual Education; *Curriculum; Emotional Development; Empathy; *Interpersonal Competence; *Kindergarten; Preschool Education; *Prevention; Problem Solving; Spanish; Spanish Speaking; *Violence
IDENTIFIERS- *Impulsiveness

This document is the Spanish language supplement to "Second Step" for preschool and kindergarten, a violence-prevention curriculum designed to reduce impulsive and aggressive behavior in young children and to increase their social competence. This supplement contains the translated portions of text from "Second Steps" that a teacher would need to communicate to the class. These include stories and discussions, role plays and activities, take-home letters, puppet scripts, and song sheets. The following three units are included: (1) a unit of 12 lessons on empathy that centers on feelings, self-esteem, and concern for the feelings of others; (2) a unit of 10 lessons on control of impulses that focuses on problem solving and social behavior; and (3) a unit of 6 lessons on managing anger, with advice on how to react to provocation. (SLD)

ED 371 068 UD 029 905

Beland, Kathy
Segundo Paso. Grados 1ro - 3ro (Second Step. Grades 1-3).
PUB DATE- 92
NOTE- 138p.; Spanish translation by CTS, Vancouver, Washington. For the English version, see ED 365 740.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

*Evaluation Methods; High Schools; High School Students; Student Behavior; *Student Evaluation; Teacher Response; *Urban Schools

This study examines how teachers evaluate student performance in five inner-city high schools that serve disadvantaged student populations. The study is based on in-depth interviews with 78 teachers. Each teacher responded to a series of questions about the practices employed to assess the academic performance of their students. Analyses of assessment practices included the actual activities teachers engaged in, the standards they employed, the records they kept, the initial assessment activities they performed at the beginning of a term, and additional information about the types of students they would like to have. Analyses also examined the quality or validity of the assessments they made of students in their classes, and the problems that were especially pertinent in assessing the performance of disadvantaged students. These problems included frequent absenteeism, inconsistent patterns of performance, differences between background experiences and school literacy demands, students' verbosity or quietness, and immigrant language problems. The analyses indicated that students who are more disadvantaged are likely to receive more open and fewer closed assessments of their performance, to have dimensions of performance such as attendance and effort included in their assessments, and be assessed in terms of ipsative, ability-based, or effort-based standards. (Contains 22 references.) (Author/GLR)

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ED 371 089 UD 029 927

Sheets, Rosa

Student Voice: Factors That Cause Teacher/Student Confrontations in a Pluralistic Classroom.

PUB DATE- Feb 94

NOTE- 48p.; Paper presented at the Annual Conference of the National Association of Minority Education (NAME) (4th, February, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Corporal Punishment; Discipline; Discipline Problems; High Schools; High School Students; *Minority Group Children; Questionnaires; Student Alienation; Student Behavior; *Student Reaction; *Teacher Student Relationship

IDENTIFIERS- Confrontation

Discipline is identified as a major issue affecting schools, especially in urban settings. This study uses a transformative screen, Student Voice, to legitimize the perceptions of students from groups of color regarding disciplinary action experienced or witnessed. The research was guided by three questions: What factors influence student/teacher confrontations? Do the confrontations involve dysfunctional students' behavior? Do the confrontations involve cultural/value conflicts? Subjects were 105 randomly selected students in a high school with a plurality of minority students. Data were collected from three sources: student open-ended questionnaires (68 responded), anecdotal observations (27 responded), and school/district records. Disciplinary issues were analyzed as to administrative and teacher response. Punitive actions taken were analyzed using student description, causality, and rationale. The major finding indicates that 84.28 percent of the confrontations were a result of perceived

Educational History; *Educational Policy; Foreign Countries; *Government School Relationship; *Policy Formation; *Research Needs; *Secondary Education; Student Development; Teacher Role; Vocational Education
IDENTIFIERS- *Malta; National Curriculum (Malta)

Secondary education in Malta has gone through extensive reform and counter-reform in recent years. Maltese schooling culture hitherto had been very selective and traditional in its outlook, while implementation policy utterly disregarded both the cultural constraints and the unpreparedness of teachers for radical reform. The result was a steep rise in demand for private schooling. In public secondary schools there arose a tripartite secondary school system of junior lyceums for the best students, area schools for the less advanced, and trade schools. The National Minimum Curriculum sought to liberalize all three levels and shift the balance from vocationalism to broad based education. Malta's educational administration and policy making remain centralized. Secondary education is oriented toward preparing students for examinations. Curricular aims include: (1) heightened intellectual, affective, and physical development; (2) training for the pursuit of knowledge and reason; and (3) initiation into the process of qualification for working life. Maltese education has little research tradition, and educational reforms have not resulted from research. The time is long overdue for drastic revision of the administrative and structural policies of education in Malta. Government policy makers and educators need to work together to do research in response to jointly identified needs. Contains 12 endnotes. (SG)

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ED 370 849          SO 023 736

Shure, Myrna B.
I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program. Preschool.
PUB DATE- 92
NOTE- 309p.; For related documents, see SO 023 737-738.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; *Conflict Resolution; *Critical Thinking; *Decision Making; Decision Making Skills; Interpersonal Relationship; Parent Child Relationship; *Peer Relationship; *Perspective Taking; Preschool Education; *Problem Solving; Program Guides; Teacher Student Relationship; Thinking Skills

Designed for teachers of preschool to enable children to learn how to solve the problems they have with others, the underlying goal of the program is to help children develop problem-solving skills so that they learn how to think, not what to think. Originally developed for four-year-old children in a preschool setting, most three-year-old children can follow the early language and feeling word concepts. Each of the 59 interpersonal cognitive problem-solving (ICPS) lessons contains a stated purpose, a list of suggested materials, and a teacher script that explains the basic steps in conducting the lesson. The lessons fall into two major categories: (1) pre-problem-solving concepts; and (2) problem-solving skills. The vocabulary taught in the pre-problem-solving phase of the program plays a critical role in later problem solving thinking with alternative solutions, consequences, and solution-consequence pairs. Appendix A provides guidelines for continued ICPS teaching. Appendix B presents dialogue reminders to post

ED 370 869 SO 023 940

Collinge, James
Peace Education across the Curriculum: Some Perspectives from New Zealand. Peace Education Miniprints No. 52.
PUB DATE- Nov 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict Resolution; *Controversial Issues (Course Content); *Curriculum Development; Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; *Peace
IDENTIFIERS- Freire (Paulo); *New Zealand; *Peace Education

This paper argues that issues of peace and war and related environmental and social questions ought to form part of the curriculum of a truly democratic education system. The aim of these studies is not to indoctrinate young people into predetermined positions with respect to controversial questions, but, quite the opposite, to help them develop into independently thinking and questioning adults. An emphasis is placed on the skills students should develop in peace education, such as the principles of presenting a well-considered argument, concern for evidence and logic, and an awareness of bias. One model put forward is Paolo Freire's education for critical consciousness through the study of generative themes. Controversial issues such as those dealt with in peace education should not be limited to older students. Even quite complex issues, such as nuclear weapons, are of concern to young children and should be dealt with at a level appropriate to their development. This is true even in early childhood education, where the desire of some children to play war games could be the basis for political and social education. The second part of the paper looked at curriculum developments in New Zealand education, in which, even though there is no official support for peace education, there is scope within the new curriculum for concerned teachers to deal with peace issues. Learning peace, however, is more than just curriculum development; it is concerned with the process of education as much as with content. Contains 26 references. (DK)

ED 370 870 SO 023 941

Lawson, Max
The Teaching of Conflict Resolution and Nonviolence in Australian Schools: A Context for Peace Education. Peace Education Miniprints No. 53.
PUB DATE- Dec 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict Resolution; *Controversial Issues (Course Content); Elementary Secondary Education; Foreign Countries; Indigenous Populations; *Multicultural Education; *Peace; Racial Bias
IDENTIFIERS- Australia; *Nonviolence; *Peace Education

This paper is concerned with placing conflict resolution and nonviolent alternatives firmly at the center of peace education. A brief review of theoretical tendencies in peace education in Australia is offered, and how this is consonant with, and different from, what is actually taught in Australian practice. (Contains 32 references.) (JDD)

ED 370 889 SP 035 129

Forrest, Linda; And Others
Win/Win Restructuring: Counseling Psychology Collaboration with Teacher Education in Professional Development Schools.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; Conflict Resolution; *Counseling Psychology; *Counselor Role; Educational Change; Elementary Secondary Education; Faculty Evaluation; Higher Education; *Interdisciplinary Approach; *Interprofessional Relationship; *Preservice Teacher Education; School Restructuring; Schools of Education
IDENTIFIERS- *Professional Development Schools; Reform Efforts

This paper uses the integration of the disciplines of counseling psychology and teacher education in their work in Professional Development Schools (PDS) as a model to generate recommendations for restructuring schools, colleges, and departments of education (SCDE). Because the involvement of counseling psychologists in PDS has created a win/win situation from the perspective of teacher education and counseling psychology faculty as well as the school-based PDS personnel, a more thorough examination of this collaboration may provide insights from actual practice in restructuring to guide the reform activities in SCDE. After setting a historical context, data from interviews with principals, teachers, teacher educators, and counseling psychologists who are actively collaborating together in PDS are summarized. The lessons learned from these collaborations are identified and used to create recommendations for SCDE reform. (Contains 37 references.) (Author/IAH)

ED 370 890 SP 035 130

Putnam, Joyce
Professional Development Schools: Emerging Changes in Educators and the Professional Community.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Attitude Change; College School Cooperation; Educational Change; Educational Environment; Elementary School Teachers; Elementary Secondary Education; Higher Education; Leadership; Principals; Secondary School Teachers; *Teacher Attitudes; *Teacher Educators
IDENTIFIERS- *Group Development; *Professional Development Schools; Reflective Teaching

Findings from a 3-year participant/observer documentation study are examined from the perspective of individuals (teachers, principals, college faculty) and from the perspective of developing the Professional Development School (PDS) as a learning community group. The study identifies four phases that individuals experienced during the three years of PDS development which were documented. The phases are labeled: Me; My Practice; My Beliefs about Teaching and Learning; Learners; and Commitment. Leadership tasks associated with each phase are

Parent Teacher Cooperation; Performance Factors; *Preservice Teacher Education; Student Attitudes; Student Evaluation; *Student Teachers; Student Teaching; Surveys; Teacher Education Programs
IDENTIFIERS- Maori (Language); *New Zealand; *Preservice Teachers

This report presents findings from the third phase of a longitudinal study of teacher education, based on a survey of 289 students in their third and final year of training at Auckland, Wellington, and Christchurch Colleges of Education in New Zealand and interviews with 74 of the students. The study investigated students' perceptions of their third year of training (specifically their courses), students' perceptions of the curriculum areas they were involved with in their first year of teaching, key beliefs about education and learning, changes in student views between the beginning of training and entering the classroom, student performance and contributing factors, relationship with parents of students, attitudes toward teaching Maori, assessment of student teachers, college workload, and students' intentions. A series of six student profiles is provided in order to give a more rounded view of individual students. Major findings include, among others: (1) at the end of their training, almost all the students were confident about teaching and running an integrated curriculum program in their own classroom; (2) students were least looking forward to teaching Maori and music and using computers in the classroom; and (3) students were most looking forward to teaching reading, physical education, and written language--curriculum areas where they had most experience during training. (JDD)

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ED 370 910 SP 035 251

Sandhu, Daya S.
Culturally Specific Learning Styles: Some Suggestions for Teachers.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; *Cultural Context; *Cultural Differences; Cultural Influences; Educational Legislation; Educational Practices; Elementary Secondary Education; *Individual Differences; Individualized Instruction; *Learning Strategies; Literature Reviews; Multicultural Education; State Legislation; Student Needs; *Teaching Methods
IDENTIFIERS- *Diversity (Student); Kentucky Education Reform Act 1990; Learning Style Inventory

This paper examines the importance of culturally-specific learning styles within the context of the Kentucky Education Reform Act of 1990. The Act posits that all students can learn, that students learn differently, and that students learn better when they are taught utilizing their preferred learning modalities. A review of the literature indicates that all cultures, communities, and families can be divided into two major dimensions--traditional and modern--in terms of gender roles, family identity, sense of community, family identification, time orientation, age status, importance of tradition, subservience to convention and authority, and spirituality/religion. Teachers need to understand the cultural style of students; to use a proactive approach to reach out to those students whose values and needs differ from the mainstream; to exhort the message that "to be different means

*Inclusive Schools

The issue of inclusion has been at the forefront of attention in education, and has been widely discussed and debated. Since teachers will be the primary service deliverers of whatever inclusion practices are adopted, this study was conducted in an attempt better to understand teachers' understanding and perceptions of inclusion. Focus group interviews were used to solicit teachers' views. Subgroups of teachers who were most likely to be directly affected by inclusion practices were targeted: special education teachers (N=25); general education teachers (N=25); Chapter I teachers (N=8); and teachers of the gifted (N=15). Interview results revealed passionate responses from teachers, the majority of whom had strong, negative feelings. Teachers felt that decision-makers were out of touch with classroom realities. They identified factors that would affect the success of inclusion such as class size, inadequate resources, the extent to which all students would benefit, and lack of adequate teacher preparation. Two topics were identified as necessary if inclusion were to be successful--communication among teachers and use of cooperative learning grouping. Informants' responses formed the basis for guidelines to implement school-based inclusion models. (Contains 21 references.) (LL)

ED 370 929 SP 035 275

Polite, Mary M.

Team Negotiation and Decision-Making: Linking Leadership to Curricular and Instructional Innovation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 94

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Collegiality; Curriculum Development; Educational Practices; *Experimental Curriculum; *Instructional Innovation; *Instructional Leadership; *Interdisciplinary Approach; Intermediate Grades; Interpersonal Communication; Junior High Schools; Middle Schools; *Participative Decision Making; Principals; Teacher Administrator Relationship; *Teamwork; Trust (Psychology)

IDENTIFIERS- *Reform Efforts

This study was conducted to determine how reform at the middle school level translates into classroom practice within the framework of innovation and decision-making. A set of field notes was developed through formal and informal interviews with the building principal and two interdisciplinary teams of teachers (N=11) who had moved away from traditional curriculum and instruction in favor of a more integrated, active approach. Data were also gathered from school, team, and classroom observations, school documents, curriculum guides, and unit plans. Findings indicated that teams negotiated decisions and accommodated personal preferences in a culture of trust, collegiality, and support. Findings also indicated that open communication and a high level of shared commitment characterized decision-making; that the support of the building principal was a major factor in the team's ability to waiver from district prescribed curriculum; and that individual team members were acknowledged for the leadership they provided in

Accreditation

Colorado institutions of higher education approved to provide teacher education submit annual reports to the Colorado Department of Education for the purpose of facilitating communication between the institutions and the Department of Education and to inform the Colorado State Board of Education of current developments in teacher education in the State. Materials included in this document have been excerpted from reports submitted by deans of schools of education, 1991-92 and 1992-93. The following information is provided: (1) 17 Colorado institutions of higher education approved for teacher preparation programs; (2) numbers of students recommended for Colorado certification categorized by endorsment areas (fine arts, foreign languages, general elementary education, health, physical education, language arts, linguistically different, mathematics, middle school, science, social studies, occupational education, program specialists, special education, school administration, and special services); annual reports; comparison of total numbers of Colorado teacher education graduates 1972-1993 by endorsement area; and summaries of reports from institutions with respect to significant changes in their programs. (LL)

ED 370 947 SP 035 316

Young, Michael; Young, Tamera
Sex Can Wait: An Abstinence-Based Sexuality Curriculum for Upper Elementary School.
SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- 94
NOTE- 404p.; For related documents, see SP 035 317-318.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Curriculum Guides; *Decision Making; Family Involvement; Females; Grade 5; Grade 6; Intermediate Grades; Learning Activities; Lesson Plans; Males; Preadolescents; Reproduction (Biology); *Self Esteem; *Sex Education; *Sexuality; Student Attitudes; Student Behavior; *Values Education
IDENTIFIERS- *Abstinence; Age Appropriateness; Puberty

This curriculum, directed primarily to students in grades five and six, is a 5-week sexuality education program designed to promote sexual abstinence as the best decision young people can make for themselves. The guide is divided into three general areas of emphasis: Knowing Myself, Reltating to Others, and Planning My Future. These sections are divided into six units that focus the content of the curriculum. The lessons in each unit illustrate and reinforce the themes and skills of each unit and section. Section one, "Knowing Myself," helps students feel good about who they are as individuals; presents factual information relating to male and female reproductive anatomy and physiology, and the changes of puberty; and deals with the establishment of values and decision making. The lessons in section two, "Relating to Others," are intended to broaden students' understandings of communication and to develop skills for more effective communication. The final section, "Planning My Future," is designed to help students discover a sense of connection between their decisions and behavior and life outcomes. Teaching tips, suggestions for answering student questions, and a family handout consisting of a permission letter, guidelines for talking to preteens about sex and

and writing processes associated with handwritten versus word-processor writing assessments? (2) Are there differences in how raters evaluate the handwritten versus the word-processor format? Study 1, which involved 80 tenth graders writing by hand and 77 by word processor, revealed that there are some differences in the manner in which students approach writing essays when given a choice of the two formats. Students using the word processor were more likely to seek assistance from spelling and style-checking utilities. Study 2, in which 12 female and 6 male adult scorers examined the papers from study 1, revealed that there are differences in the manner in which essays in each format are scored by raters and that transcribed papers received lower scores than originals regardless of the mode of composition. Eight tables present study findings, and an appendix presents the study coding system. (Contains 11 references.) (Author/SLD)

ED 370 967 TM 021 516

Resnick, Lauren B.; Resnick, Daniel P.
Issues in Designing and Validating Portfolio Assessments. Project 2.3: Complex Performance Assessments: Expanding the Scope and Approaches to Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; English; Evaluation Methods; Mathematics; Measurement Techniques; *Portfolios (Background Materials); *Scoring; *Student Evaluation; Teaching Methods; *Test Construction
IDENTIFIERS- *New Standards Project (LRDC); *Performance Based Evaluation

Portfolios, with their associated exhibitions, will be the heart of the New Standards assessment system that is being developed. It will be necessary to combine the functions of portfolios as measurement tools and as tools for instruction and learning. As a beginning, the New Standards project has examined how teachers are already using portfolios through a task development meeting and has considered implementation issues and approaches to scoring at a 1993 meeting for teachers and curriculum supervisors in mathematics; a similar meeting was held for teachers of English. In September 1993 New Standards began a design process that will include a meeting of 42 teams of teachers from around the country who will be developing portfolios in their classrooms in 1993-94. Attachments to this document include the following: (1) "Environmental Scan, New Standards Project, Portfolio Study" (New Standards Project); (2) "Mathematics Portfolios, March 1993" (New Standards Project); (3) "Issues in Scoring Cumulative Accomplishments: Implications for Portfolio Design. A Paper Prepared for the New Standards Project" (Philip Daro); and (4) "New Standards Takes a Closer Look at Portfolios" (newspaper reprint). Two figures illustrate the discussion, and a listing of the New Standards Portfolio Development Teams is included. (Contains 1 reference.) (SLD)

ED 370 968 TM 021 519

Tyson, LeaAnn; Silverman, Stephen

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Assisted Testing; Creativity; *Essays; Higher Education; *Lecture Method; *Notetaking; Outlining (Discourse); *Review (Reexamination); Time Factors (Learning); *Undergraduate Students; Videotape Recordings
IDENTIFIERS- *Delay Effect; *Distributed Practice; Schema Theory

Two experiments were conducted to investigate why lecture notes aid expository writing after a 1-week delay between lecture acquisition and essay writing. Experiment 1 examines the context hypothesis that deactivation of lecture schema must occur before attempts to reinstantiate context can aid writing. Results with 74 undergraduate students did not support this hypothesis. Experiment 2 examined the spacing-effect hypothesis that full processing of lecture notes can occur only after a delay (i.e., distributed practice). Either immediately or 1 week after viewing a 19-minute videotaped lecture on creativity, 27 undergraduates reviewed one of three kinds of lecture notes entered on a Macintosh IIsi: conventional, matrix, or outline. Using secondary-reaction task methodology, delayed-review subjects responded significantly slower than immediate-review subjects. In addition, subjects reviewing conventional notes had significantly slower reaction times than those reviewing matrix and outline notes. (Contains 8 references.) (SLD)

ED 370 987 TM 021 575

Civil, Marta
Connecting the Home and School: Funds of Knowledge for Mathematics Teaching and Learning. Draft.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; Background; Bilingual Education; College Faculty; *College School Cooperation; *Curriculum Development; Educational Games; Elementary School Teachers; *Experience; Family Characteristics; Family Involvement; Grade 5; Higher Education; Home Visits; Intermediate Grades; Learning Modules; *Mathematics Instruction; Mexican Americans; Parent Attitudes; Program Implementation; Student Characteristics; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Funds of Knowledge

This paper describes some aspects of a collaborative project between elementary school teachers and university faculty in anthropology, bilingual education, and mathematics education. The project goal is to develop classroom-teaching experiences that make use of the resources and experiences of students and their families. Most of the students were Mexican Americans. Teachers in the project visit the homes of some of their students to uncover their funds of knowledge by finding out about household activities, family structure, labor history, and parents' views on child rearing and schooling. Teachers and university researchers then come together to share their ideas and findings. The paper briefly describes the household visits, consideration. Recommendations are made for the choices of discriminant analysis parameters in a Monte Carlo study. Five tables present results from the literature review. (Contains 36 references.) (Author/SLD)

ED 371 007 TM 021 638

Wise, Steven L.; And Others
Comparing Computerized Adaptive and Self-Adapted Tests: The Influence of Examinee Achievement Locus of Control.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adaptive Testing; Anxiety; Attribution Theory; *College Students; Comparative Analysis; *Computer Assisted Testing; Higher Education; *Locus of Control; Personal Autonomy; Pretests Posttests; Self Concept
IDENTIFIERS- *Self Adapted Testing

This study investigated the relationship between examinee achievement-specific locus of control and the differences between self-adapted testing (SAT) and computerized adaptive testing (CAT) in terms of mean estimated proficiency and posttest state anxiety. Subjects were 379 college students. A disordinal interaction was found between test type and locus of control. Examinees with an internal locus of control were affected positively by the SAT (relative to the CAT). For examinees with an external locus of control, however, the SAT appeared to have a negative effect on both estimated proficiency and posttest state anxiety. There are four tables and two figures. (Contains 18 references.) (Author/SLD)

ED 371 008 TM 021 639

Ottens, Allen J.; Hruby, Paula J.
Development of an Academic Anxiety Coping Instrument.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Anxiety; Behavior Patterns; *Coping; Educational Assessment; Factor Analysis; Higher Education; Measurement Techniques; Sex Differences; *Test Construction; Two Year College Students; *Undergraduate Students
IDENTIFIERS- Academic Anxiety Coping Scale; *Relaxation

This article documents the development of an instrument that would allow researchers and clinicians to assess the ways in which students differ qualitatively with respect to how they cope with the demands of evaluative situations. The Academic Anxiety Coping Scale identifies modal types of coping cognitions and behaviors that students employ palliatively and instrumentally in academically stressful circumstances to attenuate anxious arousal. The scale was administered to 215 university and community college undergraduates. Factor analysis revealed four factors: (1) emotional/physiological;

The Effects of Knowledge and Task on Students' Peer-Directed Questions in Modified Cooperative Learning Groups.
PUB DATE- Apr 94
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Classification; Coding; *Cooperative Learning; Elementary School Students; Grade 5; Grouping (Instructional Purposes); Help Seeking; Intermediate Grades; Knowledge Level; *Mathematics Education; *Peer Relationship; Performance; Problem Solving; Questioning Techniques; Student Characteristics; Urban Schools
IDENTIFIERS- Question Categorization Instruments; *Question Types

The present study attempts to expand current question categorization schemes to identify question types that discriminate good learners from their peers in collaborative problem-solving groups. The study also explores the effects of person and task variables on students' question-asking behaviors in an effort to identify those that facilitate mathematics problem solving. Forty-seven fifth graders from two independent urban schools that use cooperative-learning methods participated in the study. Students were asked to solve fraction problems in one set containing continuous problems and in another set consisting of discrete problems. A question-categorization scheme was devised to code student requests to each other for information or assistance. No significant differences were found in the numbers of questions asked by students of high, low, or average ability. Although this appears contradictory to some previous results, it may be that including question types that were not exclusively help seeking explains the discrepancy. Overall, results indicate that type of task interacts with student characteristics and the setting to affect performance and students' peer-directed questions. Prior experience with cooperative-learning groups appears to have affected problem-solving and questioning performance. Two figures present study findings. (Contains 73 references.) (SLD)

ED 371 028 TM 021 659

Hecht, Jeffrey B.; And Others
VTLOGANL: A Computer Program for Coding and Analyzing Data Gathered on Video Tape.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coding; Computer Software; *Computer Software Development; *Data Analysis; *Data Collection; Educational Research; Research Methodology; *Videotape Recordings
IDENTIFIERS- Fuzzy Logic; *VTLOGANL Computer Program

To code and analyze research data on videotape, a methodology is needed that allows the researcher to code directly and then analyze the observed degree of intensity of the observed events. The establishment of such a methodology is the next logical step in the development of the use of video recorded

ED 371 047 UD 029 185

Newmann, Fred M., Ed.
Student Engagement and Achievement in American Secondary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.; Wisconsin Univ., Madison. School of Education.
PUB DATE- 92
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Extracurricular Activities; *Family Influence; High Risk Students; High Schools; *High School Students; *Junior High School Students; Literature Reviews; Middle Schools; Peer Relationship; *Research Projects; Secondary Education; Social Class; Student Motivation; *Student Problems; Thinking Skills
IDENTIFIERS- National Center on Effective Secondary Schools; *Student Engagement

Findings from five main projects in the National Center on Effective Secondary Schools, which operated from December 1, 1985 to February 28, 1991, are presented. Projects investigated different aspects of engagement and achievement problems through literature reviews, analyses of existing data sets, and new studies of students and staff in 32 middle and 62 high schools throughout the United States. Material from the projects is integrated into the following chapters: (1) "The Significance and Sources of Student Engagement" (F. M. Newmann, G. G. Wehlage, and S. D. Lamborn); (2) "Taking Students Seriously" (A. Gamoran and M. Nystrand); (3) "Higher-Order Thinking and Prospects for Classroom Thoughtfulness" (F. M. Newmann); (4) "Building New Programs for Students at Risk" (G. G. Wehlage and G. A. Smith); (5) "Cultivating Teacher Engagement: Breaking the Iron Law of Social Class" (K. S. Louis and B. Smith); (6) "Putting School in Perspective: The Influence of Family, Peers, Extracurricular Participation, and Part-Time Work on Academic Engagement" (S. D. Lamborn, B. B. Brown, N. S. Mounts, and L. Steinberg); and (7) "Conclusion" (F. M. Newmann). (SLD)

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ED 371 048 UD 029 423

Fine, Michelle
Chart er ing Urban School Reform: Philadelphia Style. Draft.
PUB DATE- 17 Jul 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Economically Disadvantaged; Educational Assessment; Educational Change; Governance; High Risk Students; *High Schools; Neighborhood Schools; *Outcomes of Education; Parent Participation; Participative Decision Making; School Districts; *School Restructuring; Secondary Education; Teacher Role; *Urban Schools
IDENTIFIERS- Charter Schools; Philadelphia School District PA; *Philadelphia Schools Collaborative PA; *Reform Efforts; Teacher Engagement

This essay describes charter school development and the 3-year Philadelphia (Pennsylvania) Schools Collaborative, which worked with educators and parents to transform comprehensive high

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aggression; Behavior; *Bilingual Education; *Curriculum; Elementary School Students; Emotional Development; Empathy; Grade 1; Grade 2; Grade 3; *Interpersonal Competence; *Prevention; Primary Education; Self Control; Spanish; Spanish Speaking; *Violence; Young Children
IDENTIFIERS- *Impulsiveness

This document is the Spanish language supplement to "Second Step, Grades 1-3," a violence-prevention curriculum designed to reduce impulsive and aggressive behavior in young children and to increase their social competence. The supplement cannot be used by itself, as only a portion of the entire curriculum has been translated into Spanish. These portions include stories and discussion, role plays and activities, take-home letters, homework, and posters. The supplement is designed to work with different philosophical orientations to bilingual education. The translated lessons for grades 1 through 3 include: (1) 17 lessons on empathy, recognizing and controlling feelings and accepting differences; (2) 19 lessons on the controlling of impulses and building skills in areas such as resisting temptation and solving conflicts; and (3) 15 lessons on managing anger. (SLD)

ED 371 069 UD 029 906

Beland, Kathy
Segundo Paso. Grados 4to - 5to (Second Step. Grades 4-5).
PUB DATE- 92
NOTE- 122p.; Spanish translation by CTS, Vancouver, Washington. For the English version, see ED 365 741.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aggression; Anger; Behavior; *Bilingual Education; *Curriculum; Elementary Education; Elementary School Students; Emotional Development; Empathy; Grade 4; Grade 5; *Interpersonal Competence; *Prevention; Self Control; Spanish; Spanish Speaking; *Violence
IDENTIFIERS- *Impulsiveness; Respect

This document is the Spanish language supplement to "Second Step, Grades 4-5," a violence-prevention curriculum designed to reduce impulsive and aggressive behavior in young children and to increase their social competence. The supplement, which cannot be used alone, translates portions of the curriculum, such as stories and discussions, role plays and activities, take-home letters, homework, and posters. The curriculum is divided into three units appropriate for fourth and fifth graders, as follows: (1) 16 lessons on empathy, recognizing and accepting feelings, and accepting differences; (2) 16 lessons on the control of impulses and social behavior such as taking responsibility for one's own actions and making conversation; and (3) 14 lessons on managing anger, including responding to complaints. (SLD)

ED 371 070 UD 029 907

Feldman, Joseph; And Others
Still Separate, Still Unequal. The Limits of Milliken II's Educational Compensation Remedies.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 94

interpersonal issues when different sets of values, attitudes, and beliefs were held by students and teachers. (Contains 60 references.) (Author)

ED 371 090 UD 029 928

Goto, Stanford T.
Nerds, Normal People, and Homeboys: Asian American Students and the Language of School Success.
PUB DATE- 7 Apr 94
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Asian Americans; *Cultural Influences; High Schools; High School Students; Minority Group Children; Peer Relationship; Research; *Student Attitudes; *Student Behavior

This study used ethnographic methods to examine current explanations of Asian American students' success in school and how a group of high-achieving Chinese American high school freshmen perceive themselves and others as learners and as group members. The study attempts to illustrate (1) how the students view educational achievement and group membership in the school setting, (2) how these sets of beliefs inter-relate, and (3) how these beliefs influence the students' actions in school. First, major areas of research are reviewed that describe Asian American success, followed by a determination of how students' perceptions of educational achievement relate to existing research. It is argued that Chinese Americans' perception of peers is the most immediate factor influencing their attitudes and behaviors within the school setting. It also shows that their attitudes were reinforced by family and cultural factors: the students were aware of their parents' sacrifices for them, and they felt a sense of obligation to do well in school. The paper concludes with thoughts on how these perceptions are influenced by the broader community of students. (Contains 35 references.) (GLR)

ED 371 091 UD 029 929

Haynes, Norris M., Ed.
School Development Program. Research Monograph.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- May 94
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Child Development; Economic Change; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Holistic Approach; Interaction; Parent School Relationship; Program Development; *School Restructuring; Self Concept
IDENTIFIERS- Comer School Development Program; *Reform Efforts

This book presents a compilation of papers generated by the research unit of the Comer School Development Program. The program operates from the basic theme that if school staff understand child development and how to organize and manage their school building as a social system, a climate that in the classroom, and appendix C presents a summary of behavior management techniques. (CK)

ED 370 850 SO 023 737

Shure, Myrna B.
I Can Problem Solve: An Interpersonal Cognitive Problem Solving Program. Kindergarten and Primary Grades.
PUB DATE- 92
NOTE- 439p.; For related documents, see SO 023 736-738.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; *Conflict Resolution; *Critical Thinking; *Decision Making; Decision Making Skills; Interpersonal Relationship; Parent Child Relationship; *Peer Relationship; *Perspective Taking; Primary Education; *Problem Solving; Program Guides; Teacher Student Relationship; Thinking Skills

Designed for teachers of kindergarten and the primary grades to enable children to learn how to solve the problems they have with others, the underlying goal of the program is to help children develop problem-solving skills so that they learn how to think, not what to think. The 89 lessons are adaptable for various levels of ability throughout the early primary grades. Each of the interpersonal cognitive problem-solving (ICPS) lessons contains a stated purpose, a list of suggested materials, and a teacher script that explains the basic steps in conducting the lesson. The lessons fall into two major categories: (1) pre-problem-solving concepts; and (2) problem-solving skills. The ICPS words and other pre-problem-solving concepts set the stage for the problem-solving skills that are associated with alternative solutions, consequences, and solution-consequence pairs. Appendix A provides guidelines for continued teaching of the skills. Appendix B presents dialogue reminders to post in the classroom. Appendix C gives word concept illustrations, and appendix D presents a summary of behavior management techniques in the program. (CK)

ED 370 851 SO 023 738

Shure, Myrna B.
I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program. Intermediate Elementary Grades.
PUB DATE- 92
NOTE- 421p.; For related documents, see SO 023 736-737.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; *Conflict Resolution; *Critical Thinking; *Decision Making; Decision Making Skills; Intermediate Grades; Interpersonal Relationship; Parent Child Relationship; *Peer Relationship; *Perspective Taking; *Problem Solving; Program Guides; Teacher Student Relationship; Thinking Skills

Designed for teachers of intermediate elementary grades to enable children to learn how to solve the problems they have with others, the underlying goal of the program is to help children develop problem-solving skills so that they learn how to think, not what to think. The interpersonal cognitive problem-solving (ICPS) program includes both formal lessons and specific suggestions for incorporating ICPS principles in classroom schools. Some discussion also is given about the teaching of conflict resolution and nonviolent alternatives in schools in various Australian states. It could be argued that the practice of peace education in Australian schools in some ways has gone ahead of theory. Five emphases of peace education as set out in a 1984 account (Rachel Sharp) are: (1) peace through strength; (2) conflict mediation and resolution; (3) personal peace; (4) world order; and (5) the abolition of power relationships. The paper suggests that Australian educational authorities are now turning to peace education as violence in Australia is on an increasing spiral. Backlash against the Aboriginal population of Australia is described as the result of a misunderstanding of Australian High Court decisions on native land rights. Anti-racist policy and multicultural education policy in Australia are seen increasingly as synonymous, rather than multiculturalism simply being seen as celebrating cultural differences in food, costume, or music. Bringing together the traditions of conflict resolution and nonviolence training is a new direction for peace education. When conflict resolution is stripped of false associations such as compromise and splitting the difference, a clearer picture emerges of both the traditions of conflict resolution and nonviolence as life-affirming responses to violence. (DK)

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ED 370 871 SO 023 985

Ruff, Thomas P.
Teaching Social Studies in Grades K-8. Information, Ideas, and Resources for Classroom Teachers.
PUB DATE- 94
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Creative Activities; Elementary Education; *Elementary School Curriculum; *Enrichment Activities; Geography; Global Approach; *Instructional Materials; *Interdisciplinary Approach; Learning Activities; Multicultural Education; Primary Sources; *Social Studies; United States History
IDENTIFIERS- Global Education

Besides presenting information, the purpose of the many functional and creative social studies activities is to motivate and educate students in kindergarten through grade eight. Chapter 1 of this document provides an overview of perspectives on social studies. Chapter 2 focuses on geography and provides an extensive variety of basic information, maps, and activities. Chapter 3 discusses global and multicultural education and presents a list of 32 global education references and resources, 26 global education activities, 11 multicultural education activities, and an extensive list of children's books to aid in the development of units on multicultural education. Heritage is the theme in chapter 4 that discusses issues and provides extensive activities regarding the Pledge of Allegiance, the Declaration of Independence, the Constitution, facts about the United States, the United States going to war and Native American populations in 1492. Chapter 5 describes voices from the past through primary sources. Chapter 6 looks at how to enrich social studies instruction through music, folklore, art, literacy development, special days, and effective use of classroom bulletin boards. Chapter 7 highlights several years in history and provides applications for teaching history as a daily event. (CK) also identified. From the group perspective, stage theory is used to explore the development process associated with establishing PDSs. The PDSs progessed through five cycles: (1) aggregate, (2) small group work, (3) the school, (4) professional community, and (5) restructuring and self governance. Within each cycle, the PDS learning community went through five stages: beginnings, establishing expectations, identifying and resolving conflict, supporting and expanding the community, and transitions. The report contains a chart which summarizes the group development cycles and stages and a diagram which summarizes the stages through which teacher educators passed during the PDS development process. (IAH)

ED 370 891 SP 035 131

Putnam, Joyce
Initiating Conversation at a Professional Development School.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Attachments and diagrams indicated in the paper are unavailable.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; *Interprofessional Relationship; Partnerships in Education; *Program Development; Resistance to Change; School Restructuring; Teacher Attitudes; Teacher Education
IDENTIFIERS- Barriers to Participation; *Professional Development Schools; Reform Efforts

This paper describes the initial stages and activities associated with establishing professional development school (PDS) partnerships. Efforts to formulate working groups to develop PDSs began in 1987, and this discussion shares reflections on three years' work. PDSs generally begin when members of the college of education and local school faculties agree to work together to create a PDS. In the situation described in this paper, the first stage involved gaining entry to the schools and staging orientation activities that were designed to develop shared understanding among school and university faculty on key issues, ideas about teaching and learning, professional education, and restructuring. The approach to gaining entry to the buildings and the levels of cooperation and resistance encountered varied from school to school. The orientation activities included get-acquainted sessions that focused on identifying and sharing ideas about teaching, learning, professional education, and changes needed. Another focal point was identifying an initial plan for change and inquiry. Although there were aspects of the process of establishing a PDS that were enthusiastically embraced by some school faculty, the process was complicated by resistance on the part of building-level and district administrators and by hostility from some university faculty toward their colleagues working with the PDS partnerships. (IAH)

ED 370 892 SP 035 132

Putnam, Joyce; And Others
Rethinking Educational Reform: The Inclusion of Counseling

to be distinct but not inferior"; and to accommodate students with differing needs and priorities by changing the system, but not forcing them to change. The main body of the document consists of suggestions to help teachers identify learning styles, and to design teaching strategies to impart instruction through their students' preferred learning modes. (Contains 41 references.) (LL)

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ED 370 911 SP 035 252

Sandhu, Daya Singh
Cultural Diversity in Classrooms: What Teachers Need To Know.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; Cognitive Style; *Cultural Awareness; Cultural Context; *Cultural Differences; Cultural Influences; Educational Practices; Elementary Secondary Education; Faculty Development; *Intercultural Communication; Learning Processes; *Multicultural Education; Student Attitudes; *Teacher Behavior; Teaching Methods; *Teaching Models
IDENTIFIERS- *Diversity (Student)

This paper emphasizes the significance of cultural diversity in American schools and its implications for the teaching and learning processes. Also highlighted is the importance of the realization that diversity is what makes the United States unique. The paper discusses the cultural dynamics of clashes and conflicts as well as of cooperation and cohesiveness in a school setting where different ethnic groups meet. A framework is provided for examining differences in world views; clashes in cultural values; culture-based preferences for learning environments; barriers due to cultural differences; learning style differences in cultures predicated on the philosophy that all students can learn, that students learn differently, and that students learn better when they are taught in their specific learning styles; historical hostilities and prejudice problems; cultural differences and alienation; and cultural taboos. The document concludes with a three-step model for culturally responsive teaching. The three steps of action, acceptance, and awareness, suggest a number of teacher initiated behaviors to manage diversity and encourage interactions that are enhanced by differences. (Contains 25 references.) (LL)

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ED 370 912 SP 035 253

Dana, Nancy Fichtman; Dana, Thomas M.
Holistic Perspectives on the Teaching of Qualitative Research Methods.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Doctoral Dissertations; Educational Research; Graduate Study; Higher Education; *Holistic Approach; Metaphors; *Qualitative Research; *Research Methodology; State Universities; *Teaching Methods
IDENTIFIERS- *Pennsylvania State University

facilitating change. The interdisciplinary team in a middle school was identified as an important intermediary link between school level reform and changes in classroom practice. A summary of the type and date of each contact, the formal interview protocol, and a bibliography of school documents are appended. (LL)

ED 370 930 SP 035 276

Ferris, Charles H., Jr.
A Program for Building Trust between Teachers and Administrators To Enhance the Supervision/Evaluation Process.
PUB DATE- 8 Apr 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Administrator Attitudes; *Administrator Characteristics; *Administrator Evaluation; Behavior Change; Elementary Secondary Education; Improvement Programs; *Interprofessional Relationship; Leadership; Measurement Techniques; Program Development; Program Effectiveness; Program Implementation; Questionnaires; Staff Development; *Teacher Administrator Relationship; *Trust (Psychology)
IDENTIFIERS- *Collaborative Research; *Harwich School District MA

The purpose of this action research study was twofold: first, to identify administrator behaviors which enhance or inhibit the development of trust between teachers and administrators; and, second, to improve trust through a collaborative administrator/teacher trust building program. The project involved the three schools (totalling seven administrators) of the Harwich (Massachusetts) school district. Faculty members first devised and completed a questionnaire for rating administrator behaviors that enhance or inhibit trust, then trust building plans were collectively developed and implemented over a 12-month period, and, finally, plan results were assessed through re-administration of the questionnaire. Findings indicated: that questionnaire development was the most revealing part of the process and resulted in the identification of 30 administrator behaviors either enhancing or inhibiting trust; that development of trust building plans provided an increased awareness of the importance of trust by all members of the staff; and that the comparison of questionnaire responses before and after project implementation showed that the level of trust between teachers and administrators can be enhanced by making improvement an explicit goal of both the organization and of administrators. The Trust Building Program agenda including introductory and implementation activities, the identified behaviors of administrators rating form, and objectives and activities of trust building plans are appended. (Author/LL)

ED 370 931 SP 035 277

Wong, Ray E.
The Relationship between Interest in Teaching as a Career Choice and Perceptions of School/Classroom Environment of 7th and 8th Grade Students.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

sexuality, and suggested reading material for parents and guardians are provided. Transparency masters, student handouts and a glossary are included. (LL)

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ED 370 948 SP 035 317

Core-Gebhart, Pennie; And Others
Sex Can Wait: An Abstinence-Based Sexuality Curriculum for Middle School.
SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- 94
NOTE- 463p.; For related documents, see SP 035 316-318.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Curriculum Guides; *Decision Making; Family Involvement; Females; Grade 7; Grade 8; Junior High Schools; Junior High School Students; Learning Activities; Lesson Plans; Males; Middle Schools; Reproduction (Biology); *Self Esteem; *Sex Education; *Sexuality; Student Attitudes; Student Behavior; *Values Education
IDENTIFIERS- *Abstinence; Age Appropriateness; Puberty

This curriculum, directed primarily to students in grades seven and eight, is a five-week sexuality education program designed to promote sexual abstinence as the best decision young people can make for themselves. The guide is divided into three general areas of emphasis. These sections are divided into six units that focus the content of the curriculum. Lessons in each unit illustrate and reinforce the themes and skills of each unit and section. Section one, "Knowing Myself," helps students feel good about who they are as individuals; presents factual information relating to male and female reproductive anatomy and physiology, and the changes of puberty; and deals with the establishment of values and decision making. The units in section two, "Relating to Others," are devoted to communication skills, family, friendship, dating, and sexual decision making. The final section, "Planning My Future," contains one unit on goal setting and life planning. It is designed to help students discover a sense of connection between their decisions and behavior and life outcomes. Teaching tips, suggestions for answering student questions, and a family handout consisting of a permission letter, guidelines for talking to preteens about sex and sexuality, and suggested reading material for parents and guardians are provided. Transparency masters, student handouts and a glossary are included. (LL)

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ED 370 949 SP 035 318

Core-Gebhart, Pennie; And Others
Sex Can Wait: An Abstinence-Based Sexuality Curriculum for High School.
SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- 94
NOTE- 471p.; Originally published as "Living Smart: Understanding Sexuality into Adulthood." For related documents, see SP 035 316-317.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Curriculum Guides; Decision

An Analysis of Statewide Teacher Appraisal Scores across Four Years.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Longitudinal Studies; School Districts; *Scores; *Secondary School Teachers; State Programs; *Teacher Evaluation; Testing Programs
IDENTIFIERS- Large Scale Programs; Texas; *Texas Teacher Appraisal System

Teacher evaluation is receiving increasing attention. Texas is the largest state to adopt a statewide appraisal instrument. The purpose of this study was to examine differences in Texas Teacher Appraisal System (TTAS) scores over a period of four years. The sum of scores of the first four individual domains and the overall summary performance score for teachers in a large school district in central Texas for four years (1988-1989, 1989-1990, 1990-1991, and 1991-1992) were examined. Specifically, scores between appraiser types (primary or secondary), levels (elementary or secondary), and appraisal periods (first or second) across years were investigated. Overall, results showed that scores increased significantly over the four year period, there was a significant appraiser type effect (although significant differences between scores awarded by primary appraisers and second appraisers were not evident in the fourth year), there was no significant difference between elementary teachers and secondary teachers, and there was no significant difference between appraisal periods. (Contains 38 references and 5 tables). (Author)

ED 370 969 TM 021 523

Calhoun, Emily F.; Allen, Lew
Results of Schoolwide Action Research in the League of Professional Schools.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Action Research; *College School Cooperation; Communication (Thought Transfer); *Educational Change; Elementary Secondary Education; *Outcomes of Education; Participative Decision Making; Participatory Research; Research Methodology; *School Restructuring; Theory Practice Relationship
IDENTIFIERS- Georgia; *League of Professional Schools GA; Reform Efforts; School Culture; University of Georgia

The Georgia League of Professional Schools is a school and university collaborative formed to support school renewal. It currently includes 54 elementary and secondary schools and the University of Georgia. Schoolwide action research is simply cooperative disciplined inquiry within a framework that study groups, and classroom implementation, with an eye on mathematics, giving examples of themes that the teachers chose to develop based on their findings. The specific focus is on the development of a module on games in a fifth-grade class. The paper also illustrates some of the difficulties encountered in trying to develop mathematics classroom learning that builds on students' everyday experiences. (Contains 29 references.) (SLD)

ED 370 988 TM 021 578

Levy, Jack; Riordan, Patricia
Rank-in-Class, Grade Point Average, and College Admissions.
PUB DATE- 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admissions Officers; *Class Rank; *College Admission; Colleges; Cooperation; Educational Assessment; Evaluation Methods; *Grade Point Average; Grades (Scholastic); Higher Education; High Schools; *High School Students; Interviews; Questionnaires; Surveys; Tables (Data)

In 1992-93, high school and college forms of a questionnaire on rank in class (RIC), grade point average (GPA), and college admissions were developed and mailed to high schools and colleges. Usable returns were received from 2,175 high schools and 1,109 colleges and universities. To elaborate on questionnaire data, in-depth interviews were conducted with 10 college admissions officers and 50 high school seniors. Results indicate a clear difference of opinion between high schools and colleges about the importance of RIC. Many high schools have instituted or are considering the adoption of a nontraditional evaluation system that will directly contrast with college preferences. In addition, students were nearly unanimous in their opposition to the calculation of RIC. With current changes in educational assessment, the number of high schools that do not rank students will probably increase. Cooperation between high schools and colleges to resolve these issues will be imperative. Appendixes A and B contain the questionnaires; Appendix C gives a profile of schools that do not calculate RIC, and Appendix D makes recommendations for GPA and RIC calculations. (Contains 16 references.) (SLD)

ED 370 989 TM 021 583

Erdley, Cynthia A.; Asher, Steven R.
Social-Cognitive Processes of Behaviorally Withdrawn Children.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Antisocial Behavior; Attribution Theory; *Behavior Patterns; *Elementary School Students; Extraversion Introversion; Grade 4; Grade 5; Hostility; Intermediate Grades; Interpersonal Competence; Intervention; Objectives; Peer Evaluation; *Personality Traits; Problem Solving; *Prosocial Behavior; Self Efficacy; *Social Cognition; *Withdrawal

(2) relaxation/letting go; (3) preparation and planning; and (4) worry. One way analysis of variance compared students on each factor, first by group (community college versus university) and then by gender. Females reported more worry than males, and conversely, males reported using more relaxation techniques than females. University students reported more preparation and planning and greater use of relaxation techniques than community college students. Seniors also reported using relaxation more than freshmen. Further research is needed to follow through on this pilot study to revise and consolidate scale items. (Contains 16 references.) (Author/SLD)

ED 371 009 TM 021 640

Smith, Stuart E.; And Others
Over Half of the 1985 SCII Occupational Scales Are Misplaced, Based on Intercorrelations from Very Large College Samples.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Correlation; Females; Higher Education; *Interest Inventories; Males; *Occupational Tests; Test Construction; Test Interpretation; *Test Use; Test Validity
IDENTIFIERS- Hollands Theory of Occupational Choice; *Strong Campbell Interest Inventory

Intercorrelations among the 1985 occupational scales of the Strong-Campbell Interest Inventory (SCII) for 1985 for each of the six Holland groups are presented. These intercorrelations are based on large recent samples of entering college students. A second objective was to determine the extent to which the 1985 occupational scales are correctly placed. The men's sample was 3,153 entering students at the University of Illinois at Chicago for 1985 through 1990. The women's sample was 3,318 entering students from the same time period. Students were tested on the 1985 SCII. The intercorrelations are presented in six tables. Major conclusions are that (1) many scales are misplaced; (2) the assumption that all occupations within a Holland group have similar interests is untenable, given the intercorrelation results; and (3) more than six Holland categories are required to accommodate the diversity of interests in the world of occupations adequately. Ten tables and one figure illustrate the results. (Contains 9 references.) (SLD)

ED 371 010 TM 021 641

Park, Chung; Allen, Nancy L.
Relationships between Test Specifications, Item Responses, Task Demands, and Item Attributes in a Large-Scale Science Assessment.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

data in research. The Technological Innovations in Educational Research (TIER) laboratory has been researching the direct analysis of video records and is developing the VTLOGANL (Video Tape Logging and Analysis) methodology that focuses on the video record as the basic unit of analysis. The first two stages of development have resulted in methods to capture and analyze pulsed and duration events; the third stage will add intensity event coding to the system, as well as the use of a programming language that will provide an interface to the Windows operating system. Technical specifications and program features are described. In addition to providing pulsed and duration coding, VTLOGANL will move video methodologies forward as it incorporates the concepts of intensity coding and fuzzy logic analysis in the stage-three design effort. Four figures illustrate the discussion. (Contains 46 references.) (SLD)

ED 371 029 TM 021 660

Bode, Rita K.
Controlling for Demographic Characteristics in Person Measures Using a Many-Faceted Rasch Model.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Data Analysis; *Demography; *Estimation (Mathematics); Ethnic Groups; Grade 8; Group Membership; International Studies; Item Response Theory; Junior High Schools; Junior High School Students; Questionnaires; Racial Differences; Sex Differences
IDENTIFIERS- Calibration; *FACETS Model; Person Parameters; *Rasch Model; Second International Mathematics Study

A benefit of using the multifaceted Rasch model is the ability to factor out or control for confounding factors in the estimation of person ability and item difficulty. This study experiments with a variation of the multifaceted Rasch analysis in calibrating the effects of demographic characteristics that are intended to overcome the problem of overparameterized person measures. The sample consisted of 1,319 U.S. eighth graders who participated in the Second International Mathematics Study (SIMS). The instrument was a seven-item measure of student effort taken from a questionnaire developed for the SIMS. In attempting to calibrate effects of the demographic characteristics, the FACETS program was not able to determine how much of person ability was due to the individual and how much was due to the gender or the racial/ethnic category. The proposed variation reverses the order in which the facets are calibrated, determines the gender and racial/ethnic effects and allocates the residual to person ability. This approach produces unambiguous person measures and, for these data, appears to make adjustments to the person measures for individuals based on their group membership. Two tables present study findings, and an appendix describes the variables. (Contains 5 references.) (SLD)

ED 371 030 TM 021 734

McCarthy, Christopher; And Others
A Multi-Faceted Analysis of a New Therapeutic Model of Linking Appraisals to Affective Experiences.

schools, increase student outcomes, and establish teacher engagement and parental involvement. Charter schools (intellectual and emotional communities of adults, students, teachers, parents, counselors, and university faculty that nurture an engaging educational experience across 4 years and enjoy ongoing relationships inside urban public high schools) were designed. Neighborhood high schools and the Central District were radically reformed via communication and decision making governance, school organization, professional development, student and family supports, assessment/evaluation, and partnerships/focus on transitions. Eight million dollars and 3 years later, the first phase of the Collaborative shows that school-based restructuring (a relentlessly supported strategic agenda focusing on transformed governance, instruction, structure, assessment, and student supports) improves student outcomes even in poverty-ridden districts; external investment enhances student outcomes, especially monies instigating systemic change; participatory and strategically guided decision making lead to improved student outcomes; schools most "at risk" are most susceptible to early improvements, especially with high external and deep school-based investment; and educationally rich and intimate learning communities enhance student learning, teacher collaboration, and parent involvement. (Contains 20 references.) (RLC)

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ED 371 049 UD 029 741

Bennett, Adrian
Education in a Diverse and Unequal Society: Manhattan Country School's Multicultural Program.
PUB DATE- 92
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; Cultural Awareness; *Cultural Differences; Curriculum Development; *Educational Practices; Elementary Education; Elementary School Students; *Equal Education; *Multicultural Education; *Parent Participation; Private Schools; Program Development; Sex Differences
IDENTIFIERS- *Manhattan Country School NY

For over 25 years, the Manhattan Country School, a private school for kindergarten through grade 8, has made intense and successful efforts to maintain a racially and ethnically diverse student population and staff, partly through building an awareness of human diversity into its curriculum and instruction. Recent interest in multicultural education in practice led to the creation of this report to explain the policies and practices of the school as they operate for each age group. Chapter 1 reviews some of the debates surrounding multicultural education. Chapter 2 describes the school's own analysis of social conditions that stimulated creation of its educational programs. The involvement of parents from the "Black and Latin Caucus" in shaping the school's philosophy, and the current discourse about gender equity are described. Other chapters consider the multicultural programs in the Lower School (through grade 4), the Upper School (grades 5 through 8), and in the school's special programs. The school attempts to give its students an intellectual understanding of cultural diversity as well as experience with diverse groups through in-school and community-service interactions. (SLD)

NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Compensatory Education; Court Litigation; Desegregation Effects; *Desegregation Litigation; Desegregation Plans; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *Racial Composition; *School Desegregation; School Districts; School Resegregation; Urban Areas; *Urban Schools
IDENTIFIERS- *Milliken v Bradley

In 1974, the Supreme Court in "Milliken v. Bradley" blocked a major effort to desegregate isolated urban areas by establishing stringent legal standards that made it very difficult for plaintiffs to include suburbs in desegregation remedies. Three years later a second Milliken decision (Milliken II) authorized lower Federal courts to order state governments to pay for curing the educational harms of racial segregation. Millions of dollars have been spent on Milliken II orders but there has been little serious study of the results. Researchers from the Harvard Project on School Desegregation examined four school districts that have implemented significant compensatory education plans in segregated schools and found that the promises of the Milliken II decision have not been fulfilled. The segregated, or resegregated schools, have usually gained only programs that the district wanted to implement anyway, and no real accountability for improvement has been required. The rights of intentionally segregated children seem to have been traded for temporary increases in district funding. The districts studied are (1) Detroit (Michigan); (2) Little Rock (Arkansas); (3) Prince George's County (Maryland); and (4) Austin (Texas). Eight charts illustrate the discussion. (SLD)

ED 371 071 UD 029 908

McGlinn, Jeanne; And Others
Isaac Dickson Multicultural Summer Research Team Project, 1992.
PUB DATE- 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Black Students; College School Cooperation; Cultural Awareness; *Educational Philosophy; Elementary Education; Higher Education; Minority Groups; Models; *Multicultural Education; *Parent School Relationship; Program Descriptions; *Staff Development; Summer Programs; Teacher Expectations of Students; Teaching Methods

This collection of papers represents the reading, writing, film-viewing, and discussion exercises that were the center of a 5-week research institute held in North Carolina for educators from the Isaac Dickson Elementary School and the University of North Carolina, Asheville. The papers are (1) "A Model for Staff Development in Multiculturalism" (Jeanne McGlinn); (2) "Disidentification of Black Males from the School" (Robert McGrattan); (3) "Some Theories or Themes in Multicultural Education" (Dee Cash); (4) "Influence of Teacher Expectations on Student Achievement" (Tanya Gilliam); (5) "Teaching Philosophy and Methodology: Multiculturalism as a Key Component" (Robin Grosshuesch); (6) "Parent-Home School Relations" (Monica Levin); (7) "Reading Multiculturally" (Dee James); and (8) "New Perspectives on Minority Achievement" facilitates learning among the greatest number of students will exist. Papers and their authors are as follows: "The School Development Program: A Holistic Educational Approach" and "Empowering Schools: Process and Outcome Considerations" (Norris M. Haynes); "Implementation of the Yale School Development Program in Two Middle Schools: An Ethnographic Study" (Edward Joyner, et al.); "Evaluating School Development" (Norris M. Haynes, Khalipha Bility); "Teachers' Attributions for Student Performance: The Effects of Race, Experience, and School Context" (Valerie Maholmes, et al.); "Parent Involvement and School Improvement" (Keith Bruno, et al.); "Self-Concept as a Mediator of School Climate Effects" (Christine Emmons, et al.); "School Development Effect: Two Follow-Up Studies" (Norris M. Haynes); and "An Examination of the Psychosocial and School Achievement Characteristics Among SDP and Non-SDP Middle School Students" (Norris M. Haynes, et al.). References follow papers. (GLR)

ED 371 092 UD 029 930

Vietnamese Amerasian Resettlement. Education, Employment, and Family Outcomes in the United States. Report to Congressional Requesters.
PUB DATE- Mar 94
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Asian Americans; Demography; Educationally Disadvantaged; *Employment Level; Health Needs; *Housing; *Immigrants; Job Skills; Limited English Speaking; Refugees; Social Services; *Vietnamese People
IDENTIFIERS- *Vietnamese Amerasians

This report assesses both the process and outcomes of resettling Vietnamese Amerasians in the United States, particularly in the areas of education, employment, housing, and health care. The report also examines the factors that have been helpful or harmful to the successful resettlement of Amerasians. Findings show that, despite many networks and social agencies designed to help Amerasians in their resettlement, they have not overcome the difficulties that many Amerasians have experienced in trying to adjust to life in America. Three significant problems exist: low educational level, few or no job skills, and lack of English language proficiency. The Amerasians in this study expected to make strides in each of these areas but have not come close to reaching their goals, at least in the relatively short time they have been in the United States. The Amerasians in the study also tended to live in crowded housing in poor neighborhoods, had difficulty accessing available health care, lacked adequate transportation, and tended to associate only with other Amerasians and Vietnamese. The report suggests that it is important for the U.S. government to monitor and assess Amerasians' situations after resettlement and indicates that Congress may want to encourage the Department of Health and Human Services to determine what strategies are effective in addressing the needs of Amerasians. Appendices provide study methodology and statistical data. (GLR)

ED 371 093 UD 029 931

Bruno, Paula
Acquisition of Learning by Facilitating Academics (Project ALFA). Final Evaluation Report, 1992-93. OREA Report.

interactions and the curriculum. Each of the 77 lessons contains a stated purpose, list of suggested materials, and a teacher script that explains the basic steps in conducting the lesson. The lessons fall into two major categories: (1) pre-problem-solving concepts; and (2) problem-solving skills. The ICPS words and other pre-problem-solving concepts set the stage for the problem-solving skills that are associated with alternative solutions, consequences, solution-consequence pairs, and means-ends thinking. Appendix A provides guidelines for continued teaching of the program, and appendix B presents dialogue reminders to post in the classroom. (CK)

ED 370 852 SO 023 785

Building a History Curriculum: A Five Year Retrospective. Proceedings of the Conference of the National Council for History Education (Miami, FL, June 11-14, 1993).
SPONS. AGENCY- Lynde and Harry Bradley Foundation, Milwaukee, WI.
PUB DATE- Jun 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Standards; Archaeology; *Curriculum Development; Educational Research; Elementary Secondary Education; Grants; Historiography; *History Instruction; Inservice Teacher Education; Instructional Materials; Oral History; Program Proposals; *Teaching Methods; *World History
IDENTIFIERS- *Bradley Commission on History in Schools

This document consists of the proceedings of a conference that reflected the vision of history held by the Bradley Commission. The theme of the conference was the nature of the history curriculum. The presenters at the conference focused on the impact that the report of the Bradley Commission has had during the previous five years. The document includes a program for the conference, the text of some presentations, and handouts to accompany other presentations that are part of a video. Presentations include: (1) "The National Education Standards Movement" (Diane Ravitch); (2) "Why History?" (Kenneth T. Jackson); (3) "How We've Used 'Building a History Curriculum' to Revise Curriculum" (Paul Filio; John Arevalo); (4) "Developing Funding to Translate 'History's Habits of Mind' to the Classroom" (Marion C. Carter); (5) "Research on Children's Learning of History: Issues and Implications" (Beverly J. Armento); (6) "The Importance of Imagination in History Education" (David McCullough); (7) "Their Future Did Not Work--Will Ours? Thoughts on American Political History in the Wake of the Cold War" (N. B. Martin); (8) "A History of A History of US": Introduction of the Author by a Publisher" (Byron Hollinshead) and "The Author Reads and Discusses Her Work" (Joy Hakim); (9) "The Preparation of National Standards in World History" (Theodore K. Rabb); (10) handouts on the open meeting of the Bradley Commission on History in Schools that accompany the video of Theodore Rabb's remarks; and (11) "Historic Alliance: How We Made a $250,000 History Video for Less than $2,000" (George McDaniel). The document ends with a roster of the participants. (DK)

ED 370 853 SO 023 797

Johnson, Walton R.; Devlin-Foltz, David E.
Forward Together: The United States' Role in Namibian Education and Training. The Namibian Education Program Working Paper #2.
SPONS. AGENCY- Ford Foundation, New York, N.Y.

ED 370 872 SO 023 987

Gross, Fred E.; And Others
The Power of Numbers. A Teacher's Guide to Mathematics in a Social Studies Context. An Interdisciplinary Curriculum.
PUB DATE- 93
NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Census Figures; Citizenship Education; Decision Making; *Demography; *Interdisciplinary Approach; Learning Activities; *Mathematics Instruction; Problem Solving; Secondary Education; *Social Studies; *Statistics; Thinking Skills

This document is the teacher's guide for a curriculum designed to teach mathematics in a social studies context. It provides mathematical experiences in real world contexts that help students interpret, experiment, communicate, and look for multiple solutions to complex problems. The curriculum uses mathematics in context to help students develop higher order thinking and communication skills. This approach encourages students to interact with each other and the material. Students begin to see that skills and concepts are part of a connected body of knowledge. The context gives students a reason to learn and remember mathematical skills and shows them how these skills and concepts are applied in actual practice. It shows them that they can use mathematics for learning about the world. This book provides a variety of thematic contexts for mathematical skills and mathematical understanding, including polling, studying trends in census data, and designing a public rail transportation system for Los Angeles. Through these activities students participate in discussions, interpret and analyze data, make decisions, and present their ideas. In the context of thematic applications, students see how otherwise apparently unrelated skills are related. They learn about the interdisciplinary nature of real problems. Each of the two parts of the guide is divided into topical chapters. Each chapter starts with an overview and a list of mathematical concepts, skills, vocabulary, and materials involved in the activities in that chapter. Each activity includes a list of handouts that are located at the end of each chapter. Contains 20 references. (DK)

ED 370 873 SO 023 988

Kreidler, William J.
Elementary Perspectives 1: Teaching Concepts of Peace and Conflict.
PUB DATE- 90
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Development; Concept Formation; *Concept Teaching; *Conflict; Conflict Resolution; *Controversial Issues (Course Content); Cultural Differences; Elementary Education; *Elementary School Curriculum; Learning Activities; *Peace; Perspective Taking
IDENTIFIERS- *Peace Education

Psychologists on the Professional Development School (PDS) Leadership Teams in the PDS Schools.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Conflict Resolution; *Counseling Psychology; *Counselor Role; Developmental Stages; *Educational Change; Educational Principles; Elementary Secondary Education; Group Dynamics; Higher Education; Interdisciplinary Approach; Interpersonal Communication; *Interprofessional Relationship; Leadership; *Preservice Teacher Education; Psychologists; School Restructuring; Teamwork
IDENTIFIERS- *Professional Development Schools

Counseling psychologists have a place on professional development school (PDS) leadership teams at local schools working with universities to train teachers and improve schools. They can help team members to create healthy relationships, to function more effectively, and to develop a healthy educational environment. Two critical functions that counseling psychologists can perform in a PDS are remediation (i.e., problem resolution) and development. Semi-structured, open-ended interviews were conducted with administrators, teachers, graduate students, and teacher educators who worked in PDSs. These interviews were designed to capture perceptions of the actual and potential role of counseling psychologists in PDSs in three areas: remediation, prevention, and development. Examples of remediation activities that were cited included changing negative sterotyping, easing anxiety generated by change, and intervening in dysfunctional professional relationships. Responses from interviewees indicated that a valuable developmental function of counseling psychologists was the counselors' ability to model, facilitate, and promote better communication. The preventive function is demonstrated when counseling psychologists' explore, in advance, such issues as shifts in power and participatory decision making so that PDS faculty are more prepared to understand and function in an evolving school environment. (IAH)

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ED 370 893 SP 035 146

Makibbin, Shirley S.; Sprague, Marsha M.
Study Groups: Conduit for Reform.
PUB DATE- 7 Dec 91
NOTE- 16p.; Paper presented at the Meeting of the National Staff Development Council (St. Louis, MO, December 7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - General (050),Historical Materials (060)
DESCRIPTORS- *Discussion Groups; Educational Change; *Educational History; Elementary School Teachers; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; Models; School Districts; Secondary School Teachers; Teacher Behavior; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Dependents Schools; *Study Groups

This conference presentation describes study groups as a mechanism for changing teacher behavior. The history of study groups is discussed, beginning with the first American study groups organized by Benjamin Franklin; the Chautauqua Literary and Scientific Circle; the waning of study groups in the early

A course was created at Pennsylvania State University to support graduate students in the field of education as they struggle with integrating the many fragmented perspectives developed over the course of graduate study into an integrative perspective that thoughtfully informs their qualitative dissertation research inquiry. The course presents the view that it is essential for the researcher to understand the beliefs, values, and life experiences that the researcher brings to the act of research. The course views learning as a developmental and constructive process, involving both the affective and cognitive domains, and the teacher's role to help students come to know themselves and understand the ways in which one's personal view of the world contributes to and constrains one's inquiry. With a focus on experiential, self-guided learning, the course consists of multiple special projects and individual as well as cooperative and interactive group activities. Learning about qualitative inquiry is nurtured through developing a community of learners, articulating a values continuum, discussing moral dilemmas/case studies, and participating in role play. A copy of the course syllabus is appended, followed by a 20-item "Qualitative Research Human Scavenger Hunt" for students to use in getting to know other class members. (Contains 27 references.) (JDD)

ED 370 913 SP 035 254

Certification of Professional School Personnel in Manitoba: A Handbook for Graduates of Manitoba's Teacher Training Institutions = Delivrance des brevets au personnel professionnel du Manitoba: Guide a l'attention des diplomes des etablissements de formation d'enseignants du Manitoba.
PUB DATE- 94
NOTE- 39p.
LANGUAGE- English; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- experiential, self-guided lear consists of multiple special projects and individual as well a,Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Guidelines; Higher Education; Public Schools; Salaries; School Personnel; *State Standards; *Teacher Certification; Teacher Qualifications; *Teaching Experience; Vocational Education
IDENTIFIERS- *Manitoba

This guide, with alternating pages of text in English and French, provides information about the process of obtaining teacher certification in Manitoba (Canada). The guide discusses professional and vocational certification; application procedures; teaching prior to certification; salary classification; salary reclassification; official statements of standing, for use when applying for certification in other provinces/territories; credit for teaching experience; name and address changes; other types of certificates; suspension and review of certificates; and the purpose of the provincial evaluation committee. Appendices provide an application for general certification, an application for vocational certification, a form for verification of substitute teaching experience, and a fee schedule for certification services. (JDD)

ED 370 914 SP 035 255

Gordon, June A.
Fundamental Issues for Minority Teachers and Multicultural

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; *Career Choice; Career Exploration; Classroom Environment; *Educational Environment; Grade 7; Grade 8; Hispanic Americans; Junior High Schools; *Junior High School Students; *Minority Groups; Multicultural Education; *Student Attitudes; *Teaching (Occupation); White Students
IDENTIFIERS- California

This study was conducted to ascertain whether future teachers, particularly students of color. can be identified at the 7th and 8th grade levels, and to determine whether their interest or noninterest in teaching is related to how they feel and think about school. Participants were 7th and 8th grade students (N=646) from eight California schools. To measure students' potential interest in teaching, a survey instrument was developed; to determine perceptions of school/classroom environment, the sample was asked to complete a true-false and forced choice instrument, the "Quality of School Life." Findings indicated that it was possible to identify 7th and 8th grade students who were interested in teaching. Additional findings showed: that male students and students with negative perceptions of the school/classroom environment were less inclined to express interest in teaching; that students who felt part of the school were more apt to consider teaching as a career choice; that Asian students had a more positive perception of the school/classroom environment than African-American and Hispanic groups; and that European-Americans were no more likely to consider teaching as a career choice than any other cultural group. Information on demographic characteristics of respondents and results of statistical analyses are provided in tabular form. (Contains 15 references.) (LL)

ED 370 932 SP 035 278

Zazkis, Rina; Campbell, Stephen
Divisibility and Multiplicative Structure of Natural Numbers: Preservice Teachers' Understanding.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Arithmetic; *Concept Formation; Constructivism (Learning); Elementary Education; Elementary School Mathematics; Foreign Countries; Higher Education; Interviews; *Knowledge Level; Mathematics Education; Methods Courses; *Number Concepts; *Numeracy; Preservice Teacher Education; Teacher Competencies
IDENTIFIERS- British Columbia; *Number Theory; *Preservice Teachers

This study contributes to a growing body of research on the development of elementary teacher's content knowledge of mathematics. Individual clinical interviews were conducted with preservice elementary teachers (N=21) enrolled in a professional development course called "Foundations of

Making; Family Involvement; Females; Grade 9; Grade 10; High Schools; High School Students; Learning Activities; Lesson Plans; Males; *Reproduction (Biology); Self Esteem; *Sex Education; *Sexual Identity; *Sexuality; Student Attitudes; Student Behavior; Values Education

IDENTIFIERS- *Abstinence; Age Appropriateness; Puberty; *Sexually Transmitted Diseases

This curriculum, directed primarily to students in grades nine and ten, is a 5-week sexuality education program designed to promote sexual abstinence as the best decision young people can make for themselves. The guide is divided into four general areas of emphasis. Section one, "Knowing Myself," helps students feel good about who they are as individuals and deals with decision making, the establishment of values, and self-esteem. The lessons in section two, "Understanding Sexuality," address gender roles (sexual identity), male and female reproductive anatomy and physiology (including conception), sexually transmitted disease, and teen parenting. The third section, "Relating to Others," is devoted to helping students understand the impact of both verbal and nonverbal messages and develop the skill of assertive and constructive communication. This section contains three units on communication skills, relationships, and sexual decision making. The final section, "Planning My Future," is designed to help students discover a sense of connection between their decisions and behavior and life outcomes. It contains two units on goal setting and life planning. Teaching tips, suggestions for answering student questions, and a family handout consisting of a permission letter, guidelines for talking to preteens about sex and sexuality, and suggested reading material for parents and guardians are provided. Transparency masters, student handouts and a glossary are included. (LL)

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ED 370 950          SP 035 319

School-Based Health Centers and Managed Care.

PUB DATE- Dec 93

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; *Agency Cooperation; *Delivery Systems; Elementary Secondary Education; Federal Aid; *Federal Government; Government Role; Government School Relationship; Medical Care Evaluation; Mental Health; Physical Health; *Policy Formation; Preventive Medicine; Private Financial Support; *School Health Services

IDENTIFIERS- Health Care Financing Administration; *Health Maintenance Organizations; Public Health Service; *School Based Health Clinics

This report describes school-based health centers and their degree of coordination with managed care providers. Although the investigation focuses on adolescents, many ideas discussed here are germane to elementary school-based health centers as well. Information was gathered through an extensive literature review, relevant legislation, and 88 structured interviews. The inspection revealed: (1) school-based health centers increase access to health care for adolescents; (2) little coordination exists between managed care providers and school-based health centers; (3) coordination efforts demonstrate potential benefits for adolescents, managed care providers, and school-based health centers; and (4) the Department of Health and Human Services (DHHS) has no locus for the coordination of Department programs and activities in these areas. Data provides some structures for working together. This paper, part of the fourth report on action research in the League, is a look at the results of action research on students and the cultural environment of the school based on on-site reports and action plans from 41 of the 52 participant schools. Eleven schools have identified changes in student achievement and behavior, and 14 schools cited the provision of new experiences for students as a positive outcome. Changes in school culture, including increased communication and an increase in shared decision making, are identified for a number of the schools. Ways in which action research is impeded in member schools are also identified and discussed. The difficulties the schools experience are the same for the League as a unit, but determination to engage in schoolwide action research is seen in both arenas. Appendix 1 contains a three-part item about project interviews, and Appendix 2 contains two tables. (Contains 43 references.) (SLD)

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ED 370 970 TM 021 524

Whitaker, Nancy L.
The Process of Understanding: Protocol Analysis and Musical Composition.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Comprehension; *Creative Activities; Knowledge Level; *Musical Composition; Music Techniques; *Problem Solving; *Protocol Analysis; Research Methodology; *Writing Processes
IDENTIFIERS- *Funded Experience; *Music Composers; Reflective Thinking

This study investigated the musical thinking of two composers through the use of concurrent protocol analysis and examinined their problems, funded experience, and reflective thinking. The objective was to determine the extent to which there is an observed or implicit paradigm of reflective thinking in the thinking of a practicing composer. The two participants, who were nationally known and currently publishing composers, used their customary procedures and recorded their verbalizations about the process on tape. Analysis reveals that they alternated between being deeply involved in composing music and talking about composing music. Both subjects used academic knowledge, practice-based experience, feelings, and imagination to varying extents. However, funded experience as a composer was the predominant form of experience used by both. Reflective thinking was present, but its presence was not linked to any particular type of funded experience or problem. (Contains 18 references.) (SLD)

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ED 370 971 TM 021 527

Werby, Olga
The Relationship between Changes in Perceptual Focus and Understanding.
PUB DATE- Apr 94
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

(Psychology)

This study examines whether behaviorally withdrawn children differ from aggressive and prosocial children in their attributional styles, social goals, and self-efficacy perceptions. Fourth and fifth-grade students (n=506) responded to a set of hypothetical situations involving ambiguous provocation. Specifically, they interpreted the protagonist's intent, rated their social goals for the situations, and judged their self-efficacy in accomplishing these goals. Peer evaluations of children's withdrawn, aggressive, and prosocial behavior were also obtained in order to classify children as withdrawn, aggressive, or prosocial. Results showed that behaviorally withdrawn children were strikingly similar to the prosocial children on the social-cognitive variables investigated, but differed significantly from the aggressive children. Compared with the aggressive children, the withdrawn children were less likely to attribute hostile intentions to the protagonist. In addition, withdrawn children rated problem-solving and relationship-oriented goals higher and reported that they would be relatively skilled at fulfilling these goals. Furthermore, withdrawn children gave lower ratings to the goals and self-efficacy perceptions concerning retaliation. The results suggest that despite their withdrawn behavioral style, children who are typically inhibited among their peers have a social-cognitive profile that is quite prosocial. The implications of these findings for interventions for behaviorally withdrawn children are discussed. (Contains 11 references and 8 figures). (Author)

ED 370 990 TM 021 584

Shen, Linjun
The Growth Patterns of General Medical Achievement.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Clinical Teaching (Health Professions); High Schools; *Institutional Characteristics; *Knowledge Level; Medical Education; Medical Schools; *Medical Students; *Osteopathy; Premedical Students
IDENTIFIERS- *National Board of Osteopathic Medical Examiners

This longitudinal study investigates the growth of medical achievement as a multilevel process and emphasizes the structure of the growth. Subjects were students in all 15 U.S. osteopathic medical schools, a total of 1,060 (78 percent of the 1987 osteopathic cohort). Students took appropriate portions of the National Board of Osteopathic Medical Examiners' 3-part series of examinations in 1989, 1991, and 1992. Results indicate a substantial overall gain in medical achievement, with an achievement increase of 18 percent over the 3 years. Results also provide empirical evidence of discontinuity among the preclinical, clinical, and residency phases of medical education. Some of the schools had statistically zero, or negative growth, but there were substantial positive gains during clinical education for students in other schools. Institutional differences have sustained effects on student achievement growth both during and after medical school. An appendix discusses hierarchical linear modeling of the growth in general medical knowledge. One table

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Comparative Analysis; Construct Validity; Content Validity; *Difficulty Level; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Hypothesis Testing; Knowledge Level; National Surveys; *Responses; *Science Tests; Test Construction; Test Format; *Test Items; Test Validity; Thinking Skills
IDENTIFIERS- *Large Scale Programs; *National Assessment of Educational Progress; Task Characteristics; Test Specifications

This study is part of continuing research into the meaning of future National Assessment of Educational Progress (NAEP) science scales. In this study, the test framework, as examined by NAEP's consensus process, and attributes of the items, identified by science experts, cognitive scientists, and measurement specialists, are examined. Preliminary information about item responses was available from the 1993 field test of NAEP science items, which involved 3,908 4th graders, 3,585 8th graders, and 3,041 12th graders. Five-hundred sixteen 8th graders were administered a particular test booklet that was examined in detail. Information from the other test booklets will eventually be compared with these results. Each test item and the attributes associated with it has been evaluated for attributes in the major categories of (1) specific knowledge; (2) item format and vocabulary; (3) reasoning; (4) hypothesis testing and design of the hypothesis test; (5) explanation; and (6) communication. Further research will explore the relationship of item attributes and test framework to actual student responses. Nine tables and five figures present analysis results. (Contains 2 references.) (SLD)

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ED 371 011 TM 021 642

Nandakumar, Ratna; Yu, Feng
Testing the Robustness of DIMTEST on Nonnormal Ability Distributions.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Content Validity; Correlation; Nonparametric Statistics; Probability; *Responses; *Robustness (Statistics); Sample Size; Simulation; *Statistical Distributions; Statistical Studies; *Test Items; Test Length; Test Validity
IDENTIFIERS- *DIMTEST (Computer Program); Item Characteristic Function; Nonnormal Distributions; Stouts Procedure; *Unidimensionality (Tests)

DIMTEST is a statistical test procedure for assessing essential unidimensionality of binary test item responses. The test statistic T used for testing the null hypothesis of essential unidimensionality is a nonparametric statistic. That is, there is no particular parametric distribution assumed for the underlying ability distribution or for the item characteristic curves generating item response in the mathematical derivation of probability distribution of the statistic T. The purpose of the present study is to empirically investigate the robustness of the statistic T with respect to ability distributions. Several nonnormal distributions, both symmetric and nonsymmetric, are considered in simulations involving six different types of ability distributions. In addition, test

PUB DATE- Apr 94
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Counseling; Data Analysis; *Evaluation; *Experience; Graduate Students; Higher Education; Models; *Qualitative Research; Research Methodology; Stress Variables; *Therapy
IDENTIFIERS- Multidimensional Approach

I. Roseman, M. Spindel, and P. Jose (1990) had previously demonstrated that specific appraisals of events led to discrete emotional responses, but this model has not been widely tested by other research teams using alternative research methods. The present study utilized four qualitative research methods, taught by Patti Lather at the 1994 American Educational Research Association (AERA) Professional Development Winter Institute, to examine data obtained from 35 Master's level counseling students about their emotions and cognitive appraisals during stressful events. The results of this study verified that individuals process stressful events much as Roseman et al. (1990) predicted, but that each of the four research paradigms disclosed different aspects of the data. (Contains 26 references.) (Author/SLD)

ED 371 031 TM 021 735

Northfield, Jeff
Researcher as Teacher: Making the Learning Accessible.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Elementary Secondary Education; Foreign Countries; Higher Education; Learning; *Participatory Research; Politics of Education; Practicum Supervision; *Researchers; *Student Teachers; Teacher Education; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Australia

This paper explores the nature and possibilities of participation as a staff member in an Australian secondary school while holding an academic position with teacher-education responsibilities. This opportunity allowed long-term interests in learning and teacher education to be studied from the perspective of a participant in the life and culture of a school. The author finds the experience personally relevant and notes that themes developed from the experience acted as prompts for discussion during teacher education. In addition, the preservice practicum approach of the university meant that student teachers were in the school with their teacher educator who was also completing a teaching allotment. Reviewing common classroom experiences had a direct impact on the teacher education program. One table summarizes the learning from the teaching experience. (Contains 8 references.) (SLD)

ED 371 032 TM 021 736

ED 371 050 UD 029 846

Levine, Carol; Stein, Gary L.
Orphans of the HIV Epidemic: Unmet Needs in Six U.S. Cities.
SPONS. AGENCY- Johnson & Johnson Baby Products Co., Skillman, NJ.; Prudential Foundation, Newark, N.J.
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adoption; *Children; Child Welfare; Elementary Secondary Education; *Foster Care; Futures (of Society); Health Education; Needs Assessment; Policy Formation; Program Development; *Social Services; Urban Areas; *Urban Problems; *Young Adults
IDENTIFIERS- *Orphans

By the year 2000 between 72,000 and 125,000 children and teenagers in the United States will have lost their mothers to the Human Immunodeficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS). An additional 60,000 young adults (18 and older) will also have lost their mothers. The hardest hit cities are New York City (New York), Newark (New Jersey), Miami (Florida), San Juan (Puerto Rico), Los Angeles (California), and Washington, DC. These major urban areas are expected to account for nearly 60 percent of the projected number of orphans. This report offers recommendations for programs formulated at a conference of The Orphan Project to meet the needs of orphaned youngsters, their families, and their new guardians. Recommendations are discussed in the areas of (1) services; (2) training and professional development; (3) public policies; (4) legal standards; (5) further research needs; and (6) issues for future policy analysis. Areas where conference participants were not able to agree, particularly with regard to HIV disclosure policies, funding, and child care decisions, are reviewed. An appendix lists conference participants from the Orphans Project Meeting, June 3-4, 1993. (SLD)

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ED 371 051 UD 029 848

Wessel, Joan; Potter, Audrey
Analysis of WISC-III Data from an Urban Population of Referred Children.
PUB DATE- Mar 94
NOTE- 6p.; Paper presented at the Annual Meeting of the National School Psychologist Association (26th, Seattle, WA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Correlation; Elementary Secondary Education; *Ethnic Groups; *Intelligence Tests; Profiles; Scores; *Sex Differences; Statistical Distributions; *Urban Youth
IDENTIFIERS- *Wechsler Intelligence Scale for Children III

In the fall of 1992, Wechsler Intelligence Scale for Children-III (WISC-III) scores from 330 referred children in an urban midwestern school district were analyzed to provide information regarding score distribution of the referred population and of the ethnic and gender profiles within the referred group, and to examine changes from prior WISC-Revised (WISC-R) scores, changes in subtest scores, and correlation with current achievement test scores. Results suggest scale-score decreases

(Cherryl L. Lawrence). A list of speakers is attached as an appendix. Contains 107 references. (SLD)

ED 371 072 UD 029 909

Rodriguez, Juan C.
Educational Ideologies of Southeast Asian Bilingual Teachers. Exploring the Elusive.
PUB DATE- May 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; *Bilingual Teachers; Education; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Ideology; Limited English Speaking; Professional Development; Sex Discrimination; Student Motivation; Tables (Data); Teacher Attitudes; Teacher Certification; *Teacher Role; Teaching Experience
IDENTIFIERS- Asians; Lowell Public Schools MA; Southeast Asians

The ideologies, beliefs, and perceived roles of Southeast Asian bilingual teachers working in the Merrimack Valley (Massachusetts) were studied. The focus is on the city of Lowell, where there has been a rapid influx and a large concentration of Cambodians, Laotians, and Vietnamese students of limited English proficiency. Thirteen male and 13 female Southeast Asian bilingual teachers, many of whom substituted prior teaching experience for teaching certificates, were asked about (1) educational priorities; (2) professional development and improvement beliefs and plans; (3) vision and ideals about the school and their expectations; (4) teaching effectiveness; and (5) their ideas about the teacher's role. Educational priorities were usually discipline, positive attitudes, motivation, native language skills, and English proficiency. The aim of education and the teacher's role was seen as going beyond the cognitive to include the affective domain. Teachers believed students should be educated without distinction of gender. They intended to improve themselves professionally and were aware of limitations caused by their lack of certification. Twenty-two tables present survey findings. (Contains 10 references.) (SLD)

ED 371 073 UD 029 910

Carspecken, Phil F.; Cordeiro, Paula A.
Being, Doing and Becoming: The Identities of Successful Hispanic Students.
PUB DATE- 91
NOTE- 34p.; Figure One is blurred; may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Ethnicity; Ethnography; High Schools; High School Students; *Hispanic Americans; Identification (Psychology); Racial Factors; *Racial Identification; Self Actualization; Self Concept; Social Integration; *Success; White Students
IDENTIFIERS- Discourse; *Hispanic American Students; *Social Construction

This paper is based on a year-long ethnographic study of successful Hispanic high school students. Twenty Hispanic high school seniors, 10 male and 10 female, were repeatedly observed

PUB DATE- 13 Sep 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Economically Disadvantaged; Educationally Disadvantaged; Educational Objectives; English (Second Language); *Haitians; High Schools; High School Students; Limited English Speaking; *Outcomes of Education; Parent Participation; Program Evaluation; Staff Development; *Student Improvement
IDENTIFIERS- *New York; *Project ALFA NY

This report assesses the Acquisition of Learning by Facilitating Academics (Project ALFA), which is designed to assist the academic progress of Haitian students at Lafayette High School in Brooklyn, New York. Project ALFA served a total of 62 students of limited English proficiency who had attended an English-speaking school system for less than 5 years. Participating students received instruction in English; native language arts; and content area subjects of mathematics, science, social studies, and computer science. The project also offered preoccupational training in health-related careers. The evaluation showed that ALFA met its objectives in English as a second language instruction, native language arts, American culture and citizenship, dropout prevention, career counseling, staff development, and parental involvement. The project was partially successful in meeting its content area objectives in science, social studies, and computer science, but not in mathematics. The project also failed to meet its objective for project students' attendance, which was not significantly higher than for mainstream students. Recommendations include increasing the number of students served by the project through greater promotional efforts and investigating additional instructional techniques to enhance skill acquisition in mathematics. Appendices contain a list of instructional materials for the various programs. (GLR)

ED 371 094 UD 029 932

Clark, Andrew
Alternative Learning Methodologies through Academics (Project ALMA). Final Evaluation Report, 1992-93. OREA Report.
PUB DATE- 13 Sep 93
NOTE- 50p.; For the 1991-92 Report, see ED 357 124.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Economically Disadvantaged; Educationally Disadvantaged; *Educational Objectives; English (Second Language); High Schools; High School Students; *Limited English Speaking; *Outcomes of Education; Parent Participation; Program Evaluation; Spanish Speaking; Staff Development; *Student Improvement; Training
IDENTIFIERS- *New York; *Project ALMA NY

This report assesses the Alternative Learning Methodologies through Academics (Project ALMA), which is designed to assist the academic progress of 531 Spanish-speaking students of limited English proficiency who attend John Bowne High School in Queens and John F. Kennedy High School in the Bronx. Participating students received instruction in English; native language arts (NLA); and content area subjects of mathematics, science, social studies, and computer science. The project also

PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Developing Nations; *Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; Foreign Policy; Higher Education; Institutional Role; *International Cooperation; *International Educational Exchange
IDENTIFIERS- *Namibia

This document is the result of a consulting program that sought to identify ways in which institutions and individuals in the United States could be of greatest assistance to the education system of the new nation of Namibia, with particular attention to higher education. The report outlines the educational legacy of Namibia's colonial history, summarizes the most up-to-date information on the Namibian government's educational plans, projects, and priorities, and finally highlights areas where Namibian and other observers believe that the United States could offer expertise in support of Namibia's educational development. Divided into two parts, the first part discusses Namibian education including formal education in Namibia before independence and access, equality, quality, democracy, and policies and programs for education and training in independent Namibia. This section addresses matters such as language policy, basic education, secondary education, both preservice and inservice teacher training, higher education, the University of Namibia, the Polytechnic, adult and nonformal education, distance education college, and vocational and technical training. Part two suggests areas in which institutions and individuals in the United States can help, including school desegregation, curriculum development, teacher training, higher education, advanced information technologies, and others. Annexes include programs befitting refugees, current statistics on basic education, international assistance, representative current U.S. educational programs in Namibia, and a survey of Namibian Alumni of U.S. institutions. A list of 6 primary and 6 secondary contacts for interested individuals or groups is included. Contains 38 references. (DK)

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ED 370 854 SO 023 807

Hamilton, Robert E., Ed.
Lesson Plans on African History and Geography: A Teaching Resource.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *African Culture; *African History; Cultural Awareness; Culture Conflict; Elementary Secondary Education; *Geography Instruction; Global Approach; *History Instruction; Learning Activities; Maps; Multicultural Education; *Non Western Civilization; Religion Studies; Slavery; Social Studies
IDENTIFIERS- *Africa; Global Education

This document presents lesson plans for instruction concerning the history and geography of the continent of Africa. Topics include: (1) "The Challenge of Teaching African History and

Designed for educators of children in kindergarten through grade six, this resource guide provides activities related to the concepts of peace and conflict. The activities are not, for the most part, sequenced and can be used singly to introduce concepts or to supplement other lessons. The activities also can be grouped into a unit of study, and each activity contains the grade levels from kindergarten to grade 6, objectives, the subject area it fits, materials needed, instructions, discussion questions, suggestions for additional work, and handouts when required. Each chapter contains a basic concept and poses several questions related to that concept: (1) the meaning of peace; (2) peace and community building; (3) peace and conflict; (4) peace and diversity; (5) peace and enemies; and (6) visions of peace. Appendix A provides guidelines for discussing controversial issues with elementary children. Appendix B lists 77 children's books with peace-related themes, and appendix C provides information of 39 curricula and other resources for teachers. (CK)

ED 370 874 SO 024 019

Young, Bernard, Ed.
Art, Culture, and Ethnicity.
PUB DATE- 90
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- *Art; *Art Education; Cultural Differences; Cultural Influences; Cultural Interrelationships; Cultural Literacy; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; *Ethnicity; *Multicultural Education; Sociocultural Patterns; Teacher Influence

The 20 articles in this volume provide varying perspectives on the concepts of multiculturalism, multiethnicity, and global literacy and how to correct art curricula to include the diversity. The development and application of viable multiethnic curricula is a function of the interrelationship of pedagogy and social-cultural realities. The articles focus on various cultural, ethnic, pedagogical, and historical issues in art. Some of the articles include: (1) "Teaching Art to Disadvantaged Black Students: Strategies for a Learning Style" (Leo F. Twiggs); (2) "The Minority Family as a Mediator for Their Children's Art and Academic Education" (Bernard Young); (3) "Afro-American Culture and the White Ghetto" (Eugene Grigsby, Jr.); (4) "Art and Culture in a Technological Society" (Vesta A. H. Daniel); (5) "Teaching Art in a Multicultural/Multiethnic Society" (Carmen Armstrong); (6) "Multiculturalism in Visual Arts Education: Are America's Educational Institutions Ready for Multiculturalism?" (Murry Norman DePillars); (7) "Children's Drawings: A Comparison of Two Cultures" (W. Lambert Brittain); (8) "Multiculturalism and Art Education" (Judith Mariahazy); (9) "A Portrait of a Black Art Teacher of Preadolescents in the Inner City: A Qualitative Description" (Mary Stokrocki); (10) "Shattered Fantasy: Minority Access to Careers in Art Education" (Esther Page Hill); and (11) "Concepts and Values of Black and White Art Instructors Affecting the Transmission of the Black Visual Aesthetic in Historically Black Colleges and Universities" (Oscar L. Logan) and "A Chronological Minority Bibliography" (Elizabeth Ann Shumaker). A list of the 21 contributors follows the articles. (CK)

ED 370 875 SO 024 034

20th century as college enrollment increased; adult study circles in Sweden; and study groups in the U.S. at the end of World War II focusing on public policy. In the area of teachers' professional development, research has shown that schools with "high success" and "high involvement" have been characterized by precise, frequent talk about teaching practice and teachers teaching one another the craft of teaching. Study groups in Richmond County (Georgia), which met weekly to discuss teaching models, plan lessons, and share feedback, helped teachers in acquiring new teaching models and had a positive impact on student achievement. Four distinct models of study groups useful for the study of teaching and learning include: the implementation study group, the institutionalization study group, the research-sharing group, and the investigation study group. A worldwide staff development program initiated by the Department of Defense Dependents' Schools pays teacher volunteers to serve as facilitators for study groups. Major factors in successful study groups include: the groups' belief system, administrative support, effective facilitators, regularly scheduled meetings, sharing classroom experiences, and refreshments. (Contains 14 references.) (JDD)

ED 370 894 SP 035 193

Singer, Judith D.; Willett, John B.
Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 12-16, 1994). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; Data Collection; Elementary Secondary Education; Higher Education; *Longitudinal Studies; *Research Design; *Research Methodology; Research Needs; *Teachers; Teaching (Occupation)
IDENTIFIERS- National Center for Education Statistics

This paper focuses on methodological issues in designing and conducting a longitudinal study of teachers' careers, as being explored by the National Center for Education Statistics (NCES). The paper outlines the need for data in four areas (teachers' worklives, teacher quality, the context of teaching, and teachers' career paths) and identifies six core design principles relevant to the study of teachers' careers. The six principles are: (1) collect truly longitudinal data; (2) view "time" as both an outcome and a predictor; (3) collect data on both time-varying and time-invariant measures; (4) collect data prospectively when necessary; (5) collect data in multiple base years; and (6) collect data from all relevant levels in the organizational hierarchy. The paper outlines several design alternatives that flow from these principles, evaluates the advantages and disadvantages of these alternatives, and prioritizes the concerns. The paper focuses on the topics of designating the target population and the specific sample to be tracked, as well as the length and periodicity of data collection. The paper suggests that NCES conduct several small-scale intensive data collection efforts--some of which could be embedded in the larger study, others of which should be conducted as pilot studies to be fielded before the full-fledged data collection effort. (Contains 15 references.) (JDD)

Teacher Education. Revised Version. Occasional Paper No. 13.
PUB DATE- Mar 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; Cultural Pluralism; Economic Factors; *Educational Change; Educational History; Elementary Secondary Education; *Ethnic Groups; Higher Education; Low Income Groups; Minority Group Children; Minority Groups; *Minority Group Teachers; *Multicultural Education; *School Community Relationship; *Teacher Education; Teaching (Occupation); Urban Education

This paper examines the complex and interrelated issues of inadequate schooling for urban ethnic minority children and declining numbers of ethnic minority teachers. Two observations underlie the paper's approach: teachers are becoming less able and willing to teach students who are different from themselves, and as a result, teacher "inadequacy" contributes to the low opinion that students of color have of the teaching profession thereby making it difficult for them to consider teaching as a career. The paper addresses four main areas: (1) a brief historical review of the context for American ethnic groups' approach to schooling and teaching; (2) a discussion of impediments facing students of color or low-income students in their choice of teaching as a career; (3) strategies for reform of teacher education which would support an interethnic, interclass, and interlingual teaching force; and (4) conclusions which argue for a comprehensive transformation of public school teaching and the preparation of teachers in American colleges and universities through collaboration with local communities. Strategies are suggested which address the larger issues of economic restructuring and community attitudes as well as the specifics of teacher education reform. (Contains 126 references.) (JDD)

ED 370 915 SP 035 258

McDiarmid, G. Williamson
Realizing New Learning for All Students: A Framework for the Professional Development of Kentucky Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Practices; Elementary Secondary Education; Excellence in Education; *Faculty Development; Inservice Teacher Education; Intellectual Disciplines; Partnerships in Education; Principals; *Program Development; *State Programs; Statewide Planning; Teacher Improvement
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; *Reform Efforts

This document provides a framework for the development of sustained and coordinated activities to support Kentucky teachers in learning the new roles and ways of teaching envisioned in the Kentucky Educational Reform Act. The report begins with a discussion of the context of reform, which is seen as consisting of two realities: new expectations for teachers and what teachers need to meet these expectations; and

Mathematics for Teachers." An instrument that allowed for the flexibility to probe and clarify participant understandings of elementary number theoretical concepts was employed. Questions were designed to clarify participants' understandings of procedures and concepts relating to divisibility and to investigate their abilities to make connections and inferences from them. A constructivist-oriented phenomenological analysis of reflective abstraction was adapted as a framework for interpreting data acquired in the interviews. Data analysis supports the general claim that teacher's content knowledge is "weak" and teacher's conceptual understanding is "insufficient" at times to teach arithmetic even in the elementary grades. Results provide a preliminary basis of a descriptive theory for the development of mental constructions involving elementary numbers concepts, their properties and relationships. An illustration of the model used to guide analysis and excerpts from the interviews are included. (Contains 16 references.) (LL)

ED 370 933 SP 035 280

Coulon, Stephen C.
The Effect of Post Teaching Conferences on the Instructional Behaviors of Student Teachers.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Classroom Techniques; Conferences; *Cooperating Teachers; Discussion (Teaching Technique); Elementary Education; Higher Education; Interpersonal Communication; *Lesson Observation Criteria; Physical Education; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teachers; *Task Analysis; *Teacher Improvement

This study examined the influence of cooperating teachers' post teaching conference task statements on student teachers' interactive teaching behaviors. Two cooperating teachers who had completed a seminar on supervisory effectiveness, two physical education student teachers, and two classes were chosen for data collection. The first targeted class was observed by the cooperating teacher and then regularly followed by a break from instruction so that the student and cooperating teacher could immediately discuss the observed lesson. The second observed class occurred regularly immediately after the teaching conference. All post lesson conferences were audiotaped. Results, presented in the form of case studies, were as follows: cooperating teacher 1 stated 29 task statements across eight lessons with the greatest emphasis being in the categories of instruction and feedback. Student teacher 1 achieved 15 of the 29 task statements identified. Cooperating teacher 2 stated 36 task statements across nine lessons. The focus of her statements were on instruction, management, and organization. Student teacher 2 integrated 23 of the tasks. It was concluded that cooperating teachers and student teachers need to identify tasks and then work together until the given task is achieved. (Contains 42 references.) (Author/LL)

ED 370 934 SP 035 281

analysis formed the basis for policy recommendations including the designation of a DHHS contact to coordinate school-based health center issues. A list of school-based health center and managed care respondents and other contacts, a selected bibliography, a proposed New York State school-based health center standards and operations, school-based health center and managed care protocols for referring and treating patients. Oregon law and implementing procedures requiring Medicaid managed coordination, and Public Health Service (PHS) responses to a draft report are included. (LL)

ED 370 951 SP 035 320

Mills, Brett D.
Women of Ancient Greece: Participating in Sport?
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adults; *Ancient History; Aquatic Sports; *Females; *Greek Civilization; *Greek Literature; Horseback Riding; Mythology; *Participation; *Physical Activity Level; Running; Womens Athletics; Wrestling
IDENTIFIERS- *Artifactual Evidence; Hunting

Based on evidence obtained from Greek literature and artifacts, this paper examines the extent to which women in ancient Greece participated in physical activity, sports, and games. Homer's "Odyssey" describes women playing ball and driving chariots; vases dating back to 700-675 B.C. portray women driving light chariots in a procession; a girl juggling 12 hoops appears on an Attic cup dated around 475-450 B.C.; feminine acrobatic performance was portrayed in Xenophon's "Symposium"; aquatic activities were not only recreational but a necessity of everyday life--the earliest known evidence of women involved in swimming was found once again in Homer's "Odyssey"; the only known artifact depicting women in the act of swimming is a red figured vase, dated around 500 B.C.; accounts of women hunting are found in mythological Greek writings; there is some evidence for women being involved in horseback riding; wrestling for women was introduced by Lycurgus in the ninth century B.C.; and mythology and art indicate running was the most popular physical activity for women in ancient Greece. Although women were banned from participating in the Olympic games, they had their own running competitions at Olympia. (Contains 38 references.) (LL)

ED 370 952 SP 035 321

Monahan, Tony
Physical Education in the Dominican Republic.
PUB DATE- 8 Apr 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Planning; *Educational Policy; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; *General Education; Higher Education; *National Programs; *Physical Education; Preservice Teacher Education; Private Schools; Problem Solving; Program Descriptions; Program Implementation; Public Schools; Secondary School Curriculum; *Teacher Certification

1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Children; *Comprehension; Concept Formation; Educational Background; Educational Facilities; *Exhibits; Interaction; *Misconceptions; *Museums; Simulation; Videotape Recordings; *Visual Perception
IDENTIFIERS- California (San Francisco); Misinterpretation; Tornadoes

This paper examines how temporal and spatial observation variables can drastically alter a visitor's comprehension of the phenomena depicted by a museum exhibit. The focus is on a tornado exhibit at the Exploratorium, a museum of science and human perception in San Francisco (California). Videotaped recordings of 10 children interacting with the simulated tornado, field observations made at the museum, and an interview with a museum employee provide data. The 10 cases show how visitors can develop misperceptions about the exhibits and the phenomena they demonstrate. Some misconceptions were based on the faulty scripts of interactions with the exhibits. Some of the scripts were observed to be derived from observing other visitors and appropriating their ideas for interactions. Observations made by visitors are influenced by numerous factors, such as vantage point and time during which the observations are made. The visitors' backgrounds in science and their general understanding of the phenomena are also important influences on perceptual focus. Eleven figures present case data. Appendix 1 classifies the visitors, Appendix 2 presents the theoretical background, and Appendix 3 contains nine sample screens from the exhibit. (Contains 23 references.) (SLD)

ED 370 972 TM 021 528

Deeter, Thomas; Wilson, Morris
Assessment Program Results 1992-1993.
PUB DATE- Oct 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Advanced Placement Programs; Curriculum; Educational Assessment; Elementary Secondary Education; Program Evaluation; Public Schools; *School Districts; Scores; *Standardized Tests; Tables (Data); *Testing Programs; *Test Results
IDENTIFIERS- ACT Assessment; *Des Moines Public Schools IA; Iowa Tests of Basic Skills; Iowa Tests of Educational Development; *Performance Based Evaluation; Scholastic Aptitude Test

In their effort to provide quality programing for their diverse student body, the Des Moines Public Schools continually evaluate their teaching and student outcomes. This report presents results about student performance on the following tests: (1) Iowa Tests of Basic Skills (ITBS); (2) Iowa Tests of Educational Development (ITED); (3) American College Tests (ACT); (4) Scholastic Aptitude Test (SAT); (5) Advanced Placement Tests; (6) performance-based assessment; and (7) curriculum-aligned assessments of the school district given in grades 3 through 12 (the district's criterion-referenced assessment). The majority of the 31,524 students in Des Moines are achieving at or above grade level, and many students are exceeding normal expectations. Growth is occurring in most and four figures present study data. (Contains 7 references.) (SLD)

ED 370 991 TM 021 585

Han, Lei; And Others
Gender Differences in High School Grades and ACT Scores.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; English; *Grades (Scholastic); High Schools; High School Students; Mathematics Education; *Scores; *Sex Differences
IDENTIFIERS- *ACT Assessment; Linear Models; *Mathematics Achievement

This study investigated gender differences on the ACT English and mathematics scores by controlling both high school course taking patterns and high school subject matter course grades. A sample of 5100 ACT test takers (44% male) from the 1989-1990 academic year was selected for this study. Data were analyzed separately for juniors and seniors. Analyses of variance using the general linear model were employed to deal with disproportional cell frequencies. The gender differences favoring males on the mathematics scores were most pronounced for those having moderate math backgrounds, but differences favored junior females who had full math backgrounds. The findings were discussed in terms of the results and designs of previous studies of gender differences on admission test scores. (Contains 16 references and 7 tables.) (Author)

ED 370 992 TM 021 588

Liu, Xiufeng
The Validity and Reliability of Concept Mapping as an Alternative Science Assessment when Item Response Theory Is Used for Scoring.
SPONS. AGENCY- Saint Francis Xavier Univ., Antigonish (Nova Scotia).
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Correlation; *Educational Assessment; Estimation (Mathematics); Foreign Countries; *Item Response Theory; Junior High Schools; Junior High School Students; Reliability; *Scoring; Validity
IDENTIFIERS- *Alternative Assessment; Canada; *Concept Mapping; Concept Maps; Science Achievement

Problems of validity and reliability of concept mapping are addressed by using item-response theory (IRT) models for scoring. In this study, the overall structure of students' concept maps are defined by the number of links, the number of hierarchies, the number of cross-links, and the number of examples. The study was conducted with 92 students in four classes at a junior high school in Canada. Results show that length and sample size are used as parameters in the present study. Simulation results indicate that the performance of Stout's statistics T subscript c and T subscript p are consistent with their theoretical developments, in that no particular shape is assumed for examinee abilities. That is, these statistics are robust against the shape of the ability distribution. Included are seven tables. (Contains 8 references.) (Author/SLD)

ED 371 012 TM 021 643

Espinola, Diane Liebert
Using a Transition Needs Assessment as an Evaluation Tool for a Statewide Effort To Increase Transition Opportunities.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Educational Change; Educational Improvement; Educational Planning; Elementary Secondary Education; *Evaluation Methods; Guidelines; Mainstreaming; *Needs Assessment; *Special Education; State Programs; *Transitional Programs
IDENTIFIERS- *Connecticut

The use of a needs assessment instrument as part of the evaluation of a statewide systems change grant, "Increasing Transition Opportunities for Connecticut Youth with Disabilities," is described. A Connecticut Transition Needs Assessment instrument was revised to include seven school components and five community components identified as critical for comprehensive transition planning. This instrument and methodology can be used by school districts and communities for measuring progress in transition programming and resources for youth with disabilities. Twelve school districts served as demonstration sites and participated in the baseline Needs Assessment Study of 1993. The communities varied greatly in the current status of transition programs and resources. The comparison of the baseline data and the post-needs assessment data that will be collected in years three and five of the grant (1995 and 1997) will provide a measure of how well the system's change initiative has increased the transition programming and resources for Connecticut youth with disabilities. Eight tables and four figures present the data. (Contains 1 reference.) (Author/SLD)

ED 371 013 TM 021 644

Aagaard, Lola; And Others
A Qualitative Look at Kentucky's Primary Program: Interim Findings from a Five-Year Study.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Educational Assessment; Educational

Kini, Asit S.
Effects of Cognitive Style and Verbal and Visual Presentation Modes on Concept Learning in CBI.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Style; *Computer Assisted Instruction; *Concept Formation; Higher Education; Interaction; *Learning Modalities; Performance; Prediction; Pretests Posttests; Regression (Statistics); Undergraduate Students; Verbal Stimuli; Visual Perception; Visual Stimuli

This study was designed as a first attempt to study the relationship of learning style, perception, and performance to computer based instruction (CBI). First the relationship of two dimensions of cognitive styles, field independence-field dependence (FI-FD) and preferred perceptual mode (verbal-visual) was studied. Second, the main and interactive effects of the two dimensions of cognitive style on the performance of individuals on a concept-learning task were studied in the context of two presentation formats in a CBI lesson: text-only and text-plus-animated graphics. The cognitive styles of 192 undergraduates were determined. Independent variables were the two dimensions of cognitive style and the presentation format of the lesson. The dependent variable was a 21-item multiple-choice posttest. The data analysis indicated that the two dimensions of cognitive style were independent. A multiple regression analysis with the posttest as the criterion and the three independent variables and the two-way interactions between them as predictors provided several conclusions. Individuals given a lesson format that matched their verbal/visual preference did not seem to improve their performance. The more FI individuals did not differ significantly from their less FI peers in achievement. (Contains 108 references.) (SLD)

ED 371 033 TM 021 737

Kreft, Ita G. G.; Yoon, Bokhee
Are Multilevel Techniques Necessary? An Attempt at Demystification.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Data Analysis; *Educational Research; *Effective Schools Research; Elementary Secondary Education; Error of Measurement; *Estimation (Mathematics); Instructional Effectiveness; Models; Monte Carlo Methods; Prediction; *Regression (Statistics); Research Problems; Statistical Studies
IDENTIFIERS- *Multilevel Analysis; *Random Line Models

The merits of the multilevel model for educational research and its uses for school effectiveness research are considered. The main goal of the paper is to establish what intelligent applications of multilevel models can do, helping researchers consistent with those presented by the test manual and do not indicate any significant differences for ethnic or gender groups in terms of mean group differences or correlations with achievement tests. (Contains 10 references and 4 tables.) (Author/SLD)

ED 371 052 UD 029 854

McClellan, Mary
Why Blame Schools?
PUB DATE- Mar 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Improvement; Educational Quality; Educational Research; Educational Trends; Elementary Secondary Education; Futures (of Society); *Immigrants; *Labor Force Development; Poverty; Public Schools; *School Role; *Social Problems; Trend Analysis
IDENTIFIERS- Educational Indicators; National Assessment of Educational Progress; Scholastic Aptitude Test

Schools in the United States are the target of widespread criticism, and many of the ills of society are blamed on the inadequacy of the schools without regard to the problems that beset them. Schools have been beleaguered by a flood of social problems. Social critics ask the schools to take the lead in combatting social problems, often at a cost to educational quality. An objective look at the performance of American schools was taken by the authors of the Sandia Report, a report on the status of public schools that was commissioned by the Secretary of Energy. These researchers found steady or slightly improving trends on a number of indicators and suggested that the decline in scores on the Scholastic Aptitude Test (SAT) is due to the changing population of test takers, that the National Assessment of Educational Progress (NAEP) does not document real decline, and that the schools are not so far behind in terms of workforce preparation. The impact of factors outside the control of the schools and such influences as increased immigration and poverty cannot be disregarded in considering the true state of the schools. Regardless of their shortcomings and achievements at present, schools will not be able to meet the challenges of the future without broader support from society at large. One graph documents SAT trends. (SLD)

ED 371 053 UD 029 883

Dryfoos, Joy G.
Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families.
PUB DATE- 94
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counseling Services; *Disadvantaged Youth; Drug Education; Educational Trends; Elementary Secondary Education; Government Role; Integrated Activities; Low Income Groups; Partnerships in Education; Poverty; *Psychological Services; *School Health Services; *Social Services; Urban Areas; *Urban Schools

and interviewed in school, home, and other settings. In this article the ways in which these students constructed their social identities is carefully examined. These successful students employed three modes of discourse about their Hispanic identities. When talking about their routine activities of achieving at school (discourses of "doing") these students affirmed an Hispanic identity and contrasted it to "White" identity. When talking about their futures (discourses of "becoming") these students distanced themselves dramatically from the term "Hispanic." When talking about their ethnicity directly (discourses of "being") these students problematicized the term "Hispanic" and attempted to reduce it from any real content. A communicative-action model of the self is developed in the beginning of the paper which is subsequently used to analyze and compare these three discourses. One table, one figure. (Contains 15 references.) (Author)

ED 371 074          UD 029 911

Engel, David E.
Life after Dropping Out.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Dropout Prevention Conference (6th, San Jose, CA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance; Counseling; Dropout Research; *Dropouts; Economic Factors; Educational Environment; *High School Equivalency Programs; *Life Events; Nontraditional Education; *Reentry Students; Social Support Groups; *Student Attitudes; Student Motivation; Teacher Student Relationship
IDENTIFIERS- *Job Corps; Pennsylvania (Pittsburgh); Student Engagement

Why dropouts left school, what they thought about school and teachers, what their lives have been after dropping out, and what made them return to an alternative program for school completion were questions examined in a study in progress in Pittsburgh (Pennsylvania). To date, 88 early school leavers in the Job Corps have been interviewed. Students had many opinions about teachers, but administrators and counselors seemed to have had little impact on their school lives. For many students, school and academics were boring, and teachers were seen mainly as authority figures dispensing subject matter. Students did not seem to be engaged in the learning process. Students seemed to have experienced a lack of caring overall and did not have clear support systems, significant others, or mentors to support school attendance. Those who returned did so largely because of economic pressure in the hope of securing better employment with high school completion. Implications for intervention to prevent dropouts are discussed. Overall, there is an essential need for caring by all school professionals. (SLD)

ED 371 075          UD 029 912

Cantalupo, Denise
Project Pride. Final Evaluation Report 1992-93. OREA Report.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English

offered preoccupational training in health-related careers. Project evaluation data show Project ALMA met its objectives for career advancement, grade retention, dropout reduction, and enrollment in postsecondary education. The project did not meet its Spanish native language arts, attendance, and parental involvement objectives. The project partially met its objectives for English as a second language (ESL) instruction (at one site), computer skills (for those taking computer courses), and content area subjects (in science). The report recommends that the project continue to expand the range of computer-skills instruction and to investigate reasons for the project's continuing difficulty in meeting its ESL and NLA objectives. These objectives should be modified if they are deemed unrealistic. Appendices contain a list of instructional materials and class schedules. (GLR)

ED 371 095 UD 029 933

Meldrum, Christina; Eaton, Susan E.
Resegregation in Norfolk, Virginia. Does Restoring Neighborhood Schools Work?
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- May 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Court Litigation; Economically Disadvantaged; Educationally Disadvantaged; *Educational Planning; Elementary Education; Elementary Schools; Program Evaluation; *Racial Segregation; Research; *School Resegregation; *Urban Schools
IDENTIFIERS- *Norfolk City Schools VA; Reform Efforts

This report reviews school department data and interviews with officials and others involved in the Norfolk (Virginia) school resegregation plan designed to stem White flight and increase parental involvement. The report finds that all the basic assumptions the local community and the court had about the potential benefits of undoing the city's busing plan have turned out to be incorrect. It also shows that the assumptions, predictions, and research used by the court in making its decisions in the Norfolk case were seriously flawed, shortsighted, and incomplete. The increased academic success of Black students that was expected did not materialize; in fact, the gap between segregated target and better-integrated nontarget elementary schools has grown wider, indicating a persistent trend of inequality. The plan has also initiated a sharp increase of concentrated poverty and racial isolation in the city schools, both characteristics long correlated with low academic achievement. It is stated that these findings should serve as a warning to educators and politicians who are beginning to support the idea of segregated neighborhood schools as a solution to academic and other school-related problems. (GLR)

ED 371 096 UD 029 949

Collier, Walter V.; And Others
Project LIVE: A Literacy and Dropout Prevention Program that Works. Evaluation Study.
PUB DATE- 87
NOTE- 9p.

Culture" (Robert Hamilton); (2) "A Physical Overview of Africa" (Robert Hamilton and Kim Lilly); (3) "A Cultural Overview of Africa" (Robert Hamilton and Kim Lilly); (4) "Early Christianity in Egypt and Ethiopia" (Dona J. Stewart); (5) "Islam" (Dona J. Stewart and Robert Hamilton); (6) "The Saharan Caravan Trade" (George Burson); (7) "African Diaspora" (Walter F. Urbanek); (8) "Zimbabwe" (Sylvia C. Udall); (9) "African Runaway Slave Communities: Palmares and Florida" (Linda B. Mager); (10) "Christianity in Africa: 1500 to the Present" (Robert Hamilton); and (11) "Modern Africa" (George Burson). The document also includes a list of maps, a foreword and preface, acknowledgements, and a discussion of the challenges of teaching African history and culture. The topical chapters include student readings, discussion questions, a sample test consisting of term matching, true or false questions, short answer questions, and essay questions. Each chapter also presents a listing of suggestions for further reading. (SG)

ED 370 855 SO 023 808

Stein, Nan D.
Secrets in Public: Sexual Harassment in Public (and Private) Schools. Working Paper Series No. 256. Revised.
PUB DATE- Apr 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Educational Environment; Elementary Secondary Education; *Females; Higher Education; Private Schools; Public Schools; *Sex Bias; Sex Discrimination; *Sexual Harassment; *Teacher Student Relationship; Victims of Crime; *Womens Education

This document, part of the Wellesley College (Massachusetts) Center for Research on Women's working papers series, examines the issue of sexual harassment in education. The report explores a number of incidents in which female students have been the targets of unwanted sexual comments, advances, and assaults. Much of the school-based harassment is of a more public nature than other forms, because of the classroom setting. In some cases unwanted sexual advances reach the point of actual physical abuse. In recent years, the failure of school administrators to deal with student harassment and abuse complaints have led victims' families to pursue legal action. Such failures to act may appear surprising in the restrictive and closely censored environment of the school. The incidents of abuse suggest that schools may be breeding grounds for domestic violence and may teach girls to accept assault. The numbers of such reports should motivate school officials to become vigilant, to listen to and believe the girls, and to begin to see what is right in front of their eyes and ears. Twenty-nine endnotes are included. Contains 34 references. (SG)

ED 370 856 SO 023 809

Strategic Planning Summary Report.
PUB DATE- 10 Feb 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Planning; Elementary Secondary Education; Foreign Countries;

Goranson, Donald G., Ed.
Social Studies Classroom Activities for Secondary Schools. Schools in an Aging Society.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Age Discrimination; *Aging Education; Ancient History; Attitude Change; Cultural Differences; Economic Factors; Foreign Countries; *Learning Activities; Political Influences; Population Trends; *Secondary Education; Social Attitudes; *Social Change; *Social Studies; State Curriculum Guides; Stereotypes; United States History
IDENTIFIERS- Connecticut; Japan; *Population Aging

Designed for secondary students, the 20 lessons in this volume promote education for, with, and about older adults and prepare students to participate in the changing world. Lessons 1-3 explore attitudes about aging through word association, confront the aging process, and examine values regarding time. Lessons 4-6 study aging in different times through a look at aging in ancient Greece, the changing attitudes of aging in the United States, and older workers from 1850 through 1930. Lessons 7-9 use Connecticut, the United States, and the world to view changes in aging populations. Lessons 10-12 present aging across cultures through a cultural perspective on personal relationships, multicultural awareness of ethnic minority aging, and the elder migration and living situations. Lessons 13-17 examine the politics of aging with activities to compare Japan and the United States, to study Claude Pepper's first bill, to simulate the young versus the old in a town budget meeting, and to look at aging, public policy, and the news. Lessons 18-20 describe the economics of aging with topics about selling to the ages, the cost of living, and social security questions and answers. All of the lessons provide introduction information, objectives, key terms, materials, procedures, and extension activities. Handouts necessary for a lesson follow the lesson description. The epilogue, "Why Teach about Aging?" (Fran Pratt), proposes that children learn at the earliest possible age to develop a healthy and realistic view of aging. (CK)

ED 370 876 SO 024 045

Bjerstedt, Ake
The Meaning of "Peace Education": Associations, Emphases, and Subcategories. Peace Education Reports No. 9.
PUB DATE- Feb 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Association Measures; Discussion; Elementary Secondary Education; Foreign Countries; Higher Education; Interviews; *Opinions; *Peace; Social Studies
IDENTIFIERS- *Peace Education

Included in an interview with 50 experts who have a special interest in peace education and represent 22 countries, this report documents and discusses answers to the question: "What do you think of first when you hear the words 'peace

ED 370 895 SP 035 228

The National Forum on New Student Athletes. The Freshman Year Experience. Program and Proceedings (Columbia, South Carolina, February 18, 1994).
PUB DATE- 18 Feb 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Athletes; *College Freshmen; Coping; Counseling Techniques; Higher Education; Orientation; Stress Management; *Student Development; Student Experience; *Student Personnel Services; Videotape Recordings

This program and proceedings document outlines the schedule of presentations at a 1-day conference on college student athletes' first year experiences. The schedule is followed by abstracts of 16 presentations. The presentations address the following topics: standards of the National Collegiate Athletics Association; sports counseling using cognitive therapy; academic support and other support services; the writing process; student development; role of academic advisors; dealing with stress; orientation; video-based supplemental instruction; creating optimal learning environments for student athletes; balancing athletic performance and academics; and tutoring. (JDD)

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ED 370 896 SP 035 229

Toutant, Monique; And Others
Comparing Canadian and American Legislation and Litigation in the Area of Medical Malpractice in Sport and Recreation.
PUB DATE- Mar 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; Comparative Analysis; *Court Litigation; Foreign Countries; Higher Education; *Legal Responsibility; Legislation; *Malpractice; *Medical Services; Physical Fitness; Physicians
IDENTIFIERS- Canada; United States

This paper analyzes sport and fitness malpractice suits in the United States and Canada, emphasizing the responsibility of doctors, along with some application to physiotherapists, trainers, or athletic therapists. The number of suits is felt to be limited but growing rapidly in both countries. The issues discussed include duty to patients (contractual duties and duties of independent contract), duty to third parties, the standard of skill and care, general and approved practice, expert evidence, "res ipsa loquitur," consent to treatment, and allied professions. Breach of contract, which can be a breach of the duty of care whether or not there is a contract, is discussed, followed by awarding of damages. A table presents 7 Canadian and 16 American cases which illustrate various principles of malpractice. The cases deal with such legal issues as the doctor as guarantor of care, failure in course of treatment, errors in judgment, providing reasonable medical assistance to athletes and failure to treat, application of workmen's compensation legislation to professional athletes, voluntary participants in sport assuming risks in the sport, negligence, battery, informed consent, and failure to communicate. (JDD) the perceptions of teachers' work, particularly the perception that teachers are only really working when they are with students. The report then discusses the process of learning to teach in new ways and the conditions needed for such learning. The third topic discussed is new learning for all students, specifically the opportunities for teachers to rethink and to learn about the subjects they teach. The report includes seven recommendations: (1) a task force on professional development; (2) networks to provide opportunities for teachers to learn and share new teaching ideas; (3) programs produced for Kentucky Educational Television, aimed at teachers, to demonstrate new teaching practices; (4) plans which can serve as prototypes for professional development committees; (5) a center where principals can learn about new teaching practices and about how best to support teachers; (6) subject matter councils in each of seven areas to help teachers develop new teaching practices in those subjects; and (7) videotapes and written case studies to document the process that teachers in various school settings go through to change their teaching practices. Contains 25 references. (LL)

ED 370 916 SP 035 259

Lin, Yu-Wei; Spodek, Bernard
Early Childhood Student Teachers' Images and Their Classroom Practice.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Case Studies; Cognitive Structures; *Context Effect; Early Childhood Education; *Educational Practices; Foreign Countries; Higher Education; Personal Narratives; Preservice Teacher Education; *Prior Learning; Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teaching Experience
IDENTIFIERS- *Image Analysis; Taiwan

The term "image" has been employed in various ways to describe the practical knowledge teachers have derived from their own experiences. These images grounded in personal experience are also assumed to guide student teachers' thoughts and actions in the classroom. Adopting a case study method, this study examined two early childhood student teachers' teaching images and their classroom practice. Classroom observations, videotaping, interviews, written plans, personal journals, and reflections were the major sources of data. Based on an analysis of the data, this paper discusses: (1) early childhood student teachers' images of teaching in classroom practice; (2) changes in teaching images during the student teaching period; and (3) possible influential factors on student teachers' images. Findings indicated: student teachers hold specific teaching images before they start preservice training; these images are deeply rooted in their own experiences and appear to be ways of representing knowledge that could readily be translated into action; and the growth of student teachers' images may require teacher educators to consider how best to design training activities in which students' existing knowledge is scrutinized and challenged. (Contains 28 references.) (LL)

Yildirim, Ali
Promoting Student Thinking from the Practitioner's Point of View: Teachers' Attitudes toward Teaching Thinking.
PUB DATE- Mar 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Intellectual Disciplines; *Learning Processes; Questionnaires; Secondary School Teachers; Student Attitudes; Student Participation; *Teacher Attitudes; Teacher Education; Teacher Responsibility; *Teacher Role; *Thinking Skills
IDENTIFIERS- New York

The inability of schools to promote students' thinking is currently the subject of a great deal of attention. Teachers' point of view with regard to teaching thinking has been missing in this attention. This study was undertaken to investigate teachers' attitudes toward teaching thinking. A questionnaire was distributed to 600 public elementary and secondary school teachers in New York State. A total of 285 usable questionnaires was returned. Findings indicated that teachers feel responsible for improving student thinking in their classrooms, and they demonstrate an interest in learning more about teaching thinking. They have a positive view of their subject area in the sense that it contributes to their efforts to promote thinking in class and, in turn, it requires students to use complex thinking often. Results also suggest that pre- and inservice training in teaching thinking might have a positive influence on teachers' perceptions of their ability to control the classroom when open-ended discussion takes place. Some teachers do not perceive many teacher-related barriers to teaching thinking; however, they point to certain barriers on the students' part such as concerns about passing tests and lack of confidence in their ideas. In addition, some teachers see in students a preference for a structured way of learning and a lack of eagerness to explore new perspectives. Seven tables displaying technical data are included. Contains 8 references. (LL)

ED 370 935 SP 035 282

Solomon, Pearl G.; And Others
Team Teaching in the Saturday Morning Search for Solutions.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College School Cooperation; *Constructivism (Learning); Enrichment Activities; Experiential Learning; Higher Education; Instructional Materials; Learning Activities; *Mathematics Instruction; Nontraditional Education; *Program Descriptions; Program Effectiveness; *Science Instruction; Science Laboratories; Scientists; Secondary Education; *Secondary School Students; Student Attitudes; Teaching Models; *Team Teaching; Weekend Programs
IDENTIFIERS- *Saint Thomas Aquinas College NY

The Marie Curie Mathematics and Science Center at St. Thomas Aquinas College (New York), in a comprehensive effort to

IDENTIFIERS- *Dominican Republic; *Reform Efforts

Physical education is an active part of all public and private schools in the Dominican Republic. This research report is a first time compilation of Dominican Physical Education programs, structure, problems, and proposed solutions. The first of two parts reviews the history, structure, and function of the Dominican educational system, including specific curricula and educational programs. To date, numerous problems in school attendance, teacher training, educational leadership, curriculum development, and modernization have led to a national education crisis. To alleviate current problems, a national educational program has been implemented. The plan is designed as a 10-year collective effort to find solutions, restructure educational leadership and structure, increase funds for education, improve school efficiency, and improve teacher training. Part two specifically examines the Physical Education program, its history, structure, specific curricula, and facilities. A review of current public school physical education curriculum (grades 1-12), teacher training programs, and specific problems related to physical education is included. In addition, programs designed to improve the state of physical education are described, including current progress through the 10-year plan. While physical education is not specifically mentioned in any national program, it is recommended that reform is needed for all education, including specialty subjects. (Author/LL)

ED 370 953 SP 035 322

Mills, Brett D.
Women's Baseball in Colleges and Clubs Prior to 1940.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Baseball; *Clubs; *College Athletics; *Cultural Context; Higher Education; History; Physical Education; Sex Bias; Sex Role; *Sex Stereotypes; Single Sex Schools; *Womens Athletics
IDENTIFIERS- 1880s; 1940s; *Womens History

This paper reviews the literature on women's baseball prior to the establishment of the All-American Girls Professional Baseball League by P. K. Wrigley in 1943. Around the turn of the century, women had fewer opportunities for participation in sports and long standing stereotypes permeated the thoughts and ideals of society with respect to women in sport. One limitation was the stereotype of the delicate, sickly, passive female; a second restraint was the common belief that women's primary goals were of marriage and motherhood; a third limiting factor was the belief that women should behave in a "genteel" manner. It was also commonly believed that participation in sport could result in women becoming infertile, coarse, unfeminine, and possibly immoral. The only place for women to be involved in sports was within the confines of women's colleges and clubs. The growth in popularity of baseball was fostered by the idea of participation, collegiality, and the overall ideal of "sport for sports sake." Competition, however, was viewed with alarm. Baseball clubs were formed to allow women not attending college to participate. Such clubs were often unfortunately exploited for their spectacle value. Women, however, tended not to view their involvement with baseball as a matter of women's rights but simply enjoyed the game. Many areas. Teachers appear to be teaching the curriculum and students appear to be learning it. Ten tables and 11 figures (largely graphs) present test results. Six appendixes contain a list of definitions and 19 tables of summary results and statistics. (SLD)

ED 370 973 TM 021 529

Redfield, Doris L.
Impact Evaluation of a University-Based Outreach Program Modeled after the Berkeley Bay Area Writing Project.
PUB DATE- 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American Evaluation Association (Chicago, IL, October 31-November 2, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; College School Cooperation; English; Grade Point Average; Higher Education; High School Students; *Inservice Teacher Education; Junior High School Students; *Outreach Programs; Predictor Variables; Program Evaluation; Questionnaires; Secondary Education; Socioeconomic Status; Teacher Educators; Training; *Writing Improvement; Writing Instruction
IDENTIFIERS- Bay Area Writing Project; Experts; *Impact Evaluation; University of California Los Angeles

The impact of an outreach program modeled after the Berkeley Bay Area Writing Project was studied. Both projects emphasize the role of expert teachers as teacher trainers for the purpose of improving student writing. The University of California at Los Angeles (UCLA) program targets teachers of traditionally underserved students. Data sources included writing samples from 274 junior and senior high school students and questionnaire responses from 333 high school seniors in project schools. Results clearly indicate that students in the classes of teachers who are writing-project fellows (graduates of the summer training institutes) write significantly better than students not in program classes. Results also indicate that the quality of student writing is positively related to the number of project fellows they experience as English teachers. Other variables are even more powerful predictors, such as grade point average (GPA), school socioeconomic index, and school level. Findings related to the effects of the Writing Project on student GPA, postsecondary education plans, college entrance test scores, and attitudes are less clear. Implications for future studies are discussed. (SLD)

ED 370 974 TM 021 535

Biswas, Gautam; And Others
Assessing Design Activity in Complex CMOS Circuit Design.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- 4 Mar 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Cognitive Processes; Computer Simulation; *Computer Software Development; Computer System Design; *Designers; *Design Requirements; Educational Assessment; *Evaluation Methods; Models; *Problem Solving; Protocol Analysis

IRT scoring of concept maps is generally valid and reliable. The correlation between IRT ability estimates and the total concept-mapping scores based on a scoring scheme proposed by J. D. Novak is significant, demonstrating that it is valid to score concept maps on the basis of structural characteristics defined by links, hierarchies, cross-links, and examples. The advantage of IRT scoring is reliability. Some computer packages with concept-mapping facilities and IRT scoring are described. One figure and eight tables present study findings. (Contains 29 references.) (SLD)

ED 370 993 TM 021 589

Williams, Janice E.; Montgomery, Diane
Frame of Reference Theory of Self-Concept Formation with Academically-Able Students.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Concept Formation; *Gifted; High Schools; High School Students; Path Analysis; Peer Evaluation; *Self Concept; Sex Differences; Student Placement
IDENTIFIERS- Academic Self Concept; *Frame of Reference Model; Internal External Frame of Reference Model

Frame of reference theory (Marsh, 1990) proclaims that students make both internal ability comparisons across academic domains and external ability comparisons relative to peers in determining academic self-concept. The validation of this theory with academically able students seems crucial to their appropriate placement in specialized program options. Verbal and mathematics self-concept and achievement measures were administered to 103 academically able high school students. Path analyses verified the dual influence of both internal and external processes on overall student self-concepts. Gender difference analyses indicated that whereas males may tend toward making external comparisons, the internal comparison process may be stronger for females. (Contains 24 references, 1 table and 3 figures.) (Author)

ED 370 994 TM 021 594

Hafenstein, Norma Lu; Tucker, Brooke
Performance-Based Assessment: An Alternative Assessment Process for Young Gifted Children.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Child Development; Educational Assessment; Evaluation Methods; *Gifted; *Identification; *Individual Development; Intelligence; Interests; Interpersonal Relationship; Preschool Education; Profiles; Rating Scales; Student Placement; *Young Children
IDENTIFIERS- *Alternative Assessment; *Performance Based

Philosophy; Longitudinal Studies; Multiunit Schools; *Nongraded Instructional Grouping; Parent Participation; *Primary Education; *Professional Development; Program Evaluation; *Qualitative Research; Rural Schools; School Districts; Teacher Attitudes; *Teacher Education; Teamwork; Time Management

IDENTIFIERS- Authentic Assessment; Interactive Teaching; *Kentucky; Kentucky Education Reform Act 1990; Large Scale Programs

The Appalachia Educational Laboratory qualitative study of the implementation of five aspects of the Kentucky Education Reform Act in four rural school districts is now in its fourth year. This paper focuses on findings concerning the first year of the primary program, which was put into widespread operation in 1992-93. Nongraded primary programs are neither a new idea, nor unique to Kentucky, but the Kentucky program is a large-scale attempt to implement such a program statewide. Results from eight rural schools in the four target districts indicate that the most successfully implemented of the previously identified critical attributes of such a program are (1) developmentally appropriate instructional practices; (2) multi-age and multi-ability classrooms; (3) authentic assessment; (4) qualitative reporting methods; (5) professional teamwork; and (6) parent involvement. Least successfully implemented was the seventh identified attribute, continuous progress. A number of difficulties with the program, primarily in the areas of teacher education and teachers' time constraints and work loads, are identified. Most teachers have made an effort in good faith to implement the program and can do so with adequate support. (Contains 12 references.) (SLD)

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ED 371 014          TM 021 645

Druva-Roush, Cynthia Ann; And Others

A Comparison of Decision Theoretic Approaches to Adjusting Cut Scores.

PUB DATE- Apr 94

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Figures 1-5 are faint and will not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Comparative Analysis; *Cutting Scores; Decision Making; Discriminant Analysis; Grades (Scholastic); Higher Education; *Prediction; Psychometrics; Regression (Statistics); *Scoring; Statistical Studies; *Student Placement; *Validity

IDENTIFIERS- *Contingency Tables; *Decision Theory

Methods of adjusting cut scores used in placement decisions are examined empirically. Admission and performance variables are used to study alternate methods of adjusting cut scores for placement in standard and accelerated rhetoric courses in a large university setting, with the predicted variable being success or failure as measured by end-of-semester course grades. Data from 4,045 freshmen entering a university in the fall semesters of 1991 and 1992 were collected (1,956 for setting cut scores, and 2,089 for validation). A comparison of predicted placement errors using cross validation groups is made between three decision theoretic approaches to setting cut scores: (1) contingency table analysis; (2) discriminant analysis; and (3) logistic regression. The effectiveness of each method is evaluated psychometrically, as is the ease of using each method in a practical setting. Two-equation decide what they must do to make a rational choice between models. Multilevel models are random line models. The data is assumed to be hierarchically nested, with the lower observations nested within the higher levels, resulting in intraclass correlation. Random line models are random coefficient, fixed variable models. The parameters of the models and some alternative estimation procedures are explored. Monte Carlo studies illustrate the use of these models. It is concluded that the random line model is technically an improvement over the traditional multiple regression model because it calculates the correct standard errors. In addition, researchers interested in prediction for separate schools will find the random line model technically superior because the procedure improves the estimation of the parameters for the separate schools. Random line models can be useful, but will often lead to the same conclusions as classical regression models. (Contains 38 references.) (SLD)

ED 371 034 TM 021 738

Gooding, Kathleen
Teaching to the Test: The Influence of Alternative Modes of Assessment on Teachers' Instructional Strategies.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Education; *Elementary School Teachers; Knowledge Level; Questionnaires; *Research Utilization; Surveys; *Teacher Education; *Teaching Methods; Training
IDENTIFIERS- *Alternative Assessment; Reform Efforts; Self Regulation; Self Report Measures; *Teaching to the Test

A survey of teachers in New York provides an initial step toward the development of a framework for defining, with some consistency, commonalities among the various methods of assessment, as it identifies the instructional strategies self-reported by teachers trained in a variety of alternative assessment methods. Elementary school teachers (n=191) responded to a questionnaire developed for the study and validated through expert evaluations. Teacher responses were analyzed according to the level of training in alternative assessment and the perceived level of implementation. Significant differences were found in the instructional practices of teachers implementing and those not implementing alternative modes of instruction. Self-reported strategies of implementing teachers seem to incorporate the use of research-based behaviors and practices believed to affect student learning, application of knowledge, and self-regulated behavior positively. Assessment appears congruent with instruction. In addition, training and perceived support seem important to teachers' use of strategies. Nine tables and seven figures present study findings. (Contains 54 references.) (SLD)

ED 371 035 TM 021 739

Blumberg, Phyllis; And Others
Age as a Contextual Cue in Problem-Based Learning.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American

IDENTIFIERS- *Full Service School Model

The movement to provide an array of integrated support services in schools in response to social problems is described, and suggestions are made for increasing these activities. Although such social problems as poverty, drugs, violence, and stress are not unique to urban schools, they are unquestionably found in our cities, and many city schools have taken the lead in providing needed health screening, psychological counseling, drug prevention counseling, parent education, and other important services, including family planning information. Examples of programs in Baltimore (Maryland) and Denver (Colorado) illustrate early efforts for school-based services. In Pittsburgh (Pennsylvania) the move toward school-based services has taken a partnership approach to involve other agencies. In Boston (Massachusetts), the Washington Heights area of New York City, and Modesto (California), school-based programs have reflected new government and community initiatives. In one in five of our nation's schools more than half the students are eligible for subsidized meals. The majority of these low-income students are in urban areas, and it is in urban areas that the full-service schools are most clearly seen to be the wave of the future. Appendix A reviews the programs of 12 schools that support full-service activities, and Appendix B lists Federal funding services. (SLD)

ED 371 054 UD 029 884

Taylor, Denny; Dorsey-Gaines, Catherine
Growing Up Literate: Learning from Inner-City Families.
PUB DATE- 88
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Youth; Elementary School Students; Elementary Secondary Education; Ethnography; *Family Influence; *Inner City; *Literacy; *Low Income Groups; Parent Child Relationship; Poverty; Reading Skills; Social Problems; Urban Schools; Writing Skills

Through a study of six-year-olds who were successfully becoming literate, this book explores literacy and literacy learning among poor Black urban families. The ethnographic approach examines the experiences of four families whose lives and aspirations make it clear that literacy is an integral part of the children's daily lives, and that the lives of the families transcend preconceived notions about how the poor behave. For these families in which the children were learning to read and write successfully, the parents' provision of a literate environment and their support of their children's education were balanced with the children's strong need to become independent survivors in a sometimes hostile world. An analysis of the types of reading and writing family members engage in serves to strengthen the argument that generalizations about these families are unjust. The survival of these families and the ways they provide for their children make clear the necessity of the involvement of schools in the real lives of their students, and the involvement of parents in the schools. An appendix discusses the conduct of ethnographic fieldwork, and a second contains the research plan. (Contains 90 references.) (SLD)

ED 371 055 UD 029 885

Geismar, Kathryn, Ed.; Nicoleau, Guitele, Ed.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Dropout Prevention; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Mathematics Instruction; *Multicultural Education; Native Language Instruction; Parent Participation; Program Evaluation; Science Instruction; Social Studies; Staff Development; Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; Language Minorities; New York City Board of Education; *Project Pride NY; Transitional Bilingual Education Programs

Project PRIDE was an Elementary and Secondary Education Act Title VII-funded project in its fourth year of operation at Erasmus Hall High School in Brooklyn (New York). In the 1992-93 school year, the project served 251 students of limited English proficiency. Participating students received instruction in English as a second language (ESL), native language arts (NLA), and the content areas of science, mathematics, and social studies. Multicultural education was an integral part of programming. Staff development included instruction in computer use and tuition reimbursement for college courses. The parent component included ESL classes and development of a Parent Advisory Committee. The project met two ESL objectives and all objectives for NLA, literacy instruction, the content areas, cultural pride, dropout prevention, staff development, parent involvement, and material development. Additional staff development for ESL and NLA teachers and additional support for computer-assisted learning were recommended. Three tables and three appendixes present evaluation findings. (Author/SLD)

ED 371 076 UD 029 913

Duque, Diana L.
Harmony in Career Learning and Scholastic System (Project HI-CLASS). Final Evaluation Report 1992-93. OREA Report.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; *Career Development; Educational Objectives; *English (Second Language); High Schools; High School Students; Immigrants; *Limited English Speaking; Native Language Instruction; Parent Participation; Prevocational Education; Program Evaluation; Remedial Programs; Staff Development
IDENTIFIERS- Language Minorities; New York City Board of Education; *Project HI CLASS NY; Transitional Bilingual Education Programs

Harmony in Career Learning and Scholastic System (Project HI-CLASS) was a Transitional Bilingual Education Title VII-funded program in its fifth and final year in 1992-93. The project offered instructional and support services to 641 students of limited English proficiency (LEP) at three sites, all of which had many immigrant students, in Manhattan and Queens (New York). Project HI-CLASS provided individualized instruction focusing on basic skills, career development, and preoccupational training, with instruction in English as a second language (ESL) and native language arts. Bilingual instruction was offered for content areas. A summer program for remediation, staff development, ESL and high school equivalency classes for parents, and a Parent Advisory Committee were additional program components. The program met many of its

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Education; Cooperative Programs; Corporate Support; Dropout Prevention; *Dropout Programs; Field Experience Programs; Junior High Schools; Junior High School Students; *Literacy Education; Mentors; Partnerships in Education; Program Evaluation; School Business Relationship; Social Problems; *Tutors; *Urban Schools; Volunteers
IDENTIFIERS- New York City Board of Education; *Project LIVE NY

Through Project Learning through Industry and Volunteer Educators (Project LIVE), the Children's Aid Society has been addressing problems of literacy and school dropout in an educational partnership between junior high schools in New York City and a number of major corporations. LIVE brings together junior high school students (grades 7 and 8) who are below grade level and matches them with volunteer tutors from participating corporations under the umbrella of a social-service agency. Students are bused from school to the tutors' places of business and back to school. This arrangement allows students to experience the business environment as well as to receive help. Recent research has indicated that the dropout rate for adolescents in the general population is three times that of Project LIVE students. In the 1987 evaluation, 118 students and 109 current tutors completed surveys about the project's impact on the dropout rate, college enrollment, employment rates, and the program's attractiveness to students. In all these areas, Project LIVE was rated an overwhelming success. Sixty-two percent of students thought they might have dropped out without Project LIVE, and 4 of 5 students actually did complete high school, with 52 percent going on for further education. Students were enthusiastic about the project, and considered that it improved their employment potentials. (SLD)

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ED 371 097 UD 029 950

Project LIVE Learning through Industry and Volunteer Educators. A Program.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Education; Cooperative Programs; Corporate Support; Dropout Prevention; *Dropout Programs; Field Experience Programs; Junior High Schools; Junior High School Students; *Literacy Education; Mentors; Partnerships in Education; Program Evaluation; School Business Relationship; Social Problems; *Tutors; *Urban Schools; Volunteers; Work Experience Programs
IDENTIFIERS- New York City Board of Education; *Project LIVE NY

Project Learning through Industry and Volunteer Educators (Project LIVE) is a mentoring, tutorial, and world of work program that matches a junior high school student with a corporate volunteer. Since 1972, it has matched inner-city New York City seventh and eighth graders who are below grade-level in reading with volunteers who tutor in their workplaces. More than 4,000 students have benefitted from this program, which evaluations have shown to be very successful. Overall, 91 percent of participating students graduate from high school, and the dropout rate of 9 percent is much lower than the 35 percent who dropout city-wide. The goal for Project LIVE in the coming year is to expand the program by three companies. Each

*Instructional Improvement; Lifelong Learning; *Strategic Planning
IDENTIFIERS- *Peel Board of Education ON

In 1989 the Peel (Mississauga, Ontario) Board of Education launched its strategic planning process. The board surveyed or gained the direct involvement of large numbers of students, staff, and parents to determine what direction the school system needed to take to maintain its level of quality. Through its efforts the board concluded that the system needed to be guided by a set of values that emphasized lifelong learning. In a set of appendices the document presents the findings and recommendations of action teams that addressed the specific topics of values and discipline, school programs, school success, human resources, new partnerships, and values and vision. A final appendix identifies the strategic planning committee of strategic partners' members, work group, and action team chairs. (SG)

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ED 370 857 SO 023 810

McWhinnie, H. J.
Aesthetic Preference for Human Figures.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aesthetic Values; *Art Education; *Art History; Attitude Measures; *Design Preferences; Higher Education; Social Science Research; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Discipline Based Art Education; *Salkind Art Preference Test

This study reports descriptive and correlational data relative to the aesthetic preferences for the human figure on the Salkind Art Preference Test (SAPT). The study is an example of the descriptive aesthetic method in which methods, descriptive statistics, and factor analysis are employed to explore the relationships among specific works of art as measured by the aesthetic preferences of the college undergraduate student in history of design survey course. The most consistent pattern of preference was a negative correlation for a highly complex Duchamp painting with the more representational slides used in the Salkind Art Test. The patterns of preference obtained in the data are discussed in terms of the objective characteristics of the works of art themselves. Implications of this research are reported for the teaching of design history and for problems of assessment of discipline based art education (DBAE). The descriptive method can be used to explore preference relationships among specific works of art. The document includes seven tables. (Author/SG) education'?" Part 1 of the report presents a summary of some of the major aspects of the answers related to the meaning of the term peace education. Part 2 gives a more detailed documentation of the interview answers regarding the question. The reactions vary and testify to the fact that peace education is a changeable field in an early stage of development. The responses show a strong tendency to take up a discussion of possible sub-categories within the field using more specific labels. (CK)

ED 370 877 SO 024 046

Boone, Michael

Lyndon Baines Johnson and the Presidential Election Campaign of 1964: A Case Study of Presidential Leadership for Education.

PUB DATE- 20 Mar 92

NOTE- 26p.; Paper presented at the Annual Conference of the Southern History of Education Society (Marietta, GA, March 20, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Educational Change; Educational Economics; *Educational Legislation; *Educational Policy; *Elections; Political Influences; Political Power; *Politics of Education; *Presidential Campaigns (United States); *Presidents of the United States

IDENTIFIERS- Elementary Secondary Education Act; Higher Education Act 1965; *Johnson (Lyndon Baines); National Defense Education Act

By keeping his campaign promises, President Lyndon Johnson transformed the U.S. educational system for the next 30 years. His legislative achievements in education were consistent with his campaign promises and with policy statements stretching back into his career as U.S. Senate Majority Leader. Johnson was a major contributor to the passage of the National Defense Education Act that pushed for the development of more scientists and mathematicians. Through the accounts of those who worked closest with him in the area of education, Johnson was dedicated to the proposition that every child deserved the best education possible, not only for the individual child's sake but for the good of the nation. Lyndon Johnson recognized the close relationship between the quality of the U.S. educational system and its economic health and sought to build up the nation's educational foundation. Lyndon Johnson's successful efforts to secure educational legislation created a dramatic shift in the focus of educational policy making in the United States and resulted in an expansion of the educational system in terms of both goals and constituencies. Contains 50 references. (CK)

ED 370 897 SP 035 230

Ogletree, Roberta J.; And Others
Sexuality Education Curricula: The Consumer's Guide.
PUB DATE- 94
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Curriculum Design; Curriculum Evaluation; Curriculum Guides; Decision Making; *Educational Planning; Elementary Secondary Education; Health Education; *Instructional Materials; Program Implementation; *Sex Education; *Teaching Methods
IDENTIFIERS- *Age Appropriateness; *Curriculum Choice; Curriculum Matrix

This guide provides information about 26 school-based sexuality education curricula. Sexuality educators, curriculum planners, administrators, and classroom teachers can use the material to: (1) quickly determine what is published in the area of school-based sexuality curricula; (2) identify specific attributes of sexuality curricula; (3) build a list of ideal curriculum attributes, based on community needs and concerns; (4) gain insight from evaluations, compiled by sexuality educators, curriculum specialists, and teachers; and (5) use blank charts and worksheets to evaluate and/or enhance curricula. The guide presents developmentally appropriate curricula covering: childhood, ages 5-8; preadolescence, ages 9-12; early adolescence ages 12-15; adolescence, ages 15-18; and special education students. Each curriculum description lists author, year published, latest revision, target grade level, package contents, and where to order. Charts identify content, underlying philosophies, and skill-building and teaching strategies. Each curriculum is evaluated using key criteria, including comprehensiveness, content, accuracy and currency, skill-building, teaching methods, and ease of implementation. Two appendixes provide evaluation matrixes and worksheet, and a list of programs not included in the guide. (Contains 21 references.) (LL)

ED 370 917 SP 035 260

Chavez, Rudolpho Chavez; And Others

Pre-Service Students' Perspectives to "Dilemmas" in a Multicultural Education Course. Draft.

PUB DATE- Apr 94

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- American Indians; *Attitude Change; Attitude Measures; Course Evaluation; Course Objectives; *Cultural Awareness; Cultural Differences; *Education Courses; Elementary Secondary Education; Ethnic Stereotypes; Feature Stories; Higher Education; *Mass Media Effects; *Multicultural Education; Newspapers; Preservice Teacher Education; Racial Attitudes; *Student Attitudes; Teacher Educators

IDENTIFIERS- *Preservice Teachers

The teacher education program at New Mexico State University requires all undergraduate preservice teachers to enroll in a multicultural education course. This study was conducted to assess students' ideas, beliefs, and attitudes about multicultural issues, and to determine how the course may affect their view of the world. Two newspaper articles of national import were chosen to serve as "dilemmas." The first article described the protest by a group of Native Americans against the Atlanta Braves' fans use of the "tomahawk chop"; the second dilemma concerned the use of Indian symbols by athletic teams. At the beginning of the semester, participants (N=65) were presented with the first dilemma and asked to write their reactions, thoughts, and opinions. At the end of the semester, students were asked to perform the same task with the second dilemma. Data analysis revealed that a majority of students entered the course with a linear perspective of the world; that their attitudes and beliefs largely reflected the racial status quo; and for the most part, that the course had little effect on students' developing perspectives. It was concluded that to construct more socially and culturally sensitive perceptions, educational strategies are needed to confront three knowledge domains: the personal, the historical, and the ideological and cultural. Copies of the newspaper articles are appended. (Contains 45 references.) (LL) improve mathematics and science education, offers the Saturday Morning Search for Solutions enrichment program for area students in grades 7-12. The program is interdisciplinary, connecting technology and the study of societal problems with mathematics and science. This paper describes the processes and effects of team teaching and constructivist approaches to learning documented in 3 successive years of the program. The approaches were presented to students by teams of scientists and professional teachers in a community of discourse or apprenticeship model in nontraditional field sites that included real science laboratories. The purposes of the model were to improve students' attitudes and interests in their own involvement in mathematics and science; and increase students' knowledge of the practice of real mathematics and science and the working environment of scientists. Results confirm the feasibility of the model, and offer positive qualitative evidence of program effects. Sample activities and materials, and an outline of program evaluation design and outcomes are included. (Contains 14 references.) (Author/LL)

women interested in baseball felt the opposition towards their participation in baseball was too great, and concentrated their efforts in non-participant roles including those of spectators, journalists, scouts, and, eventually, owners. (Contains 36 references.) (LL)

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ED 370 954 SP 035 323

Chubb, H. Nicholas
Developing and Implementing a Comprehensive AIDS Education Program in a Public School District.
PUB DATE- Mar 94
NOTE- 138p.; Ed.D. Major Research Paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Resources; Compliance (Legal); *Curriculum Development; Elementary Secondary Education; *Health Education; *Inservice Teacher Education; Policy Formation; *Program Implementation; School Districts; School Personnel; *State Legislation; Strategic Planning
IDENTIFIERS- Pennsylvania Department of Education

The Pennsylvania Department of Education mandated that all school districts in the state include K-12 instruction about Acquired Immune Deficiency Syndrome (AIDS) and related issues beginning in September 1987. This paper describes one school district's comprehensive AIDS education program. A survey administered in the fall of 1991 produced information about a lack of knowledge of AIDS policies among high school staff and in the community. According to data analysis, the curriculum was not being taught at all mandated levels, and teachers and principals felt a lack of knowledge about AIDS education and district policies and procedures. As a result, the school district became actively engaged in enhancing the AIDS education of administration, staff, students, parents, and community groups; an AIDS curriculum Committee and a Teen AIDS Peer Group were established; and topics such as policy issues and community resources were major topics for AIDS inservice programs. Appendixes include the Pennsylvania State AIDS Mandate, the school district's AIDS policy, an elementary school AIDS instruction summary, parent letters for AIDS instruction, grades 8-12 pre/post AIDS instruction test; staff and parent surveys; a school district AIDS survey, and curriculum revisions. (Author/LL)

IDENTIFIERS- *Digital Circuits; Expertise

This report characterizes human problem solving in digital circuit design. Protocols of 11 different designers with varying degrees of training were analyzed by identifying the designers' problem solving strategies and discussing activity patterns that differentiate the designers. These methods are proposed as a tentative basis for assessing expertise in digital design. Throughout, it is argued that a comprehensive model of human design should integrate a variety of strategies, which until now have been proposed as individually sufficient models of human design problem solving. An automated tool for design and its assessment is described. This computerized tool will have a problem-description browsing tool, a high-level formalization and simulation tool, and circuit-diagram drawing and circuit-simulating tools. An appendix contains an example of the design process with four tables, one figure, and a distribution list. (Contains 20 references.) (Author/SLD)

Evaluation

Performance-based assessment provides an alternative identification method for young gifted children. A performance-based identification process was developed and implemented to select three-, four-, and five-year-old children for inclusion in a school for gifted children. Literature regarding child development, characteristics of young gifted children, and multiple intelligences theories was analyzed to determine observable behavior. Educators experienced in gifted education designed activities to elicit such behaviors. Activities were designed to include language experiences, musical and kinesthetic activities, math games, and curiosity projects. Social and emotional behaviors were observed as children participated in the activities. Information from development profiles and parental questionnaires was reviewed. Rating-scale information and anecdotal records from the performance-based assessment were analyzed to provide the rationale for individual student's admission into the gifted program. A study evaluating the effectiveness of the performance-based assessment program over 3 years indicated it was an effective tool for identifying young gifted children. Includes one table. (Contains 28 references.) (Author/SLD)

discriminant analysis appears to be superior to logistic regression with more than one predictor variable, and it outperforms contingency table analysis. When a single index method is used, logistic regression and contingency table analysis are quite similar, and the contingency table analysis seems to be much more interpretable by nonstatisticians. (Contains 16 references, 6 tables, and 5 figures.) (SLD)

ED 371 015          TM 021 646

Achtenhagen, Frank
Multidimensional Evaluation of Longterm-Effects of Complex Teaching-Learning Arrangements - in the Context of Commercial Education.
PUB DATE- Apr 94
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; Curriculum Research; Demography; Economic Factors; *Educational Trends; Education Work Relationship; Evaluation Methods; Foreign Countries; Instructional Effectiveness; *Labor Market; Needs Assessment; Program Evaluation; *Relevance (Education); Research Needs; *Social Influences; Teaching Methods; Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- Germany; *Megatrends

The effects of various megatrends in social and economic life on vocational education in Germany and other countries are discussed, and the evaluation of one approach to facing these megatrends is described. Trends include demographic changes and the conditions resulting from new technologies and environmental concerns. Such megatrends are changing the labor structure, with concurrent effects on vocational education. The demands on the vocational education system can be met only if research focuses on the process structure of education, emphasizing the processes of teaching and learning. Educational content must be related to usability in industry and administration, and teaching and learning must relate to real-world needs. The procedure used in a German program of vocational education is described. A systems approach to complex teaching and learning attempts to foster problem-solving behavior by teaching students how to handle factors derived from real-life situations. An evaluation of this approach in teaching business administration has indicated that commercial education can react to the challenges of the worksite and real life. Twenty-one figures illustrate the discussion. (Contains 75 references.) (SLD)

Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Clinical Diagnosis; Context Effect; *Cues; Developmental Stages; Ethics; Foreign Countries; Higher Education; Medical Education; *Medical Students; *Patients; Tutors; *Undergraduate Students
IDENTIFIERS- *Age Relevance; Canada; *Problem Based Learning

Altering the age of a patient in a problem-based curriculum should encourage students to explore ethical issues related to human development. To assess the influence of a patient's age on problem-based tutorial discussion, the relevant discussion categories and the numbers of age-related discussions were compared. Subjects were four groups of six students in the undergraduate problem-based learning medical curriculum of a Canadian university. Groups, led by experienced clinical tutors, studied one of three versions of a problem, with the major difference being the patient's age. Less than 3% of the total tutorial time was devoted to age-related discussion and very few age-related objectives were achieved. Discussions were similar regardless of the patient's age, in that all emphasized the biological nature of the disease. Explanations are offered for why these results differ from previous research. (Contains nine references and two tables.) (SLD)

Teaching for Change: Addressing Issues of Difference in the College Classroom. Reprint Series No. 25. Harvard Educational Review.
PUB DATE- 93
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; College Faculty; Cultural Awareness; *Cultural Differences; Curriculum Development; Educational Change; Feminism; Higher Education; *Racial Differences; Racial Identification; *Sex Differences; *Teaching Methods; Undergraduate Students; Writing (Composition)
IDENTIFIERS- *Critical Pedagogy; Empowerment; Freire (Paulo)

Contributors to this collection of essays describe how they address issues of race, gender, and class in their college courses as they attempt to ensure that their curricula and class discussions represent the perspectives of all students. Essays include: (1) "Introduction" (Kathryn Giesmar and Guitele Nicoleau); (2) "Dialogue across Differences: Continuing the Conversation" (Nicholas C. Burbules and Suzanne Rice); (3) "Can We Talk? A Response to Burbules and Rice" (Mary S. Leach); (4) "Can We Be Heard? Burbules and Rice Reply to Leach" (Nicholas C. Burbules and Suzanne Rice); (5) "Why Doesn't This Feel Empowering? Working through the Repressive Myths of Critical Pedagogy" (Elizabeth Ellsworth); (6) "Freire and a Feminist Pedagogy of Difference" (Kathleen Weiler); (7) "Interrupting Patriarchy: Politics, Resistance, and Transformation in the Feminist Classroom" (Magda Lewis); (8) "Nobody Mean More to Me Than You and the Future Life of Willie Jordan" (June Jordan); (9) "Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom" (Beverly Daniel Tatum); (10) "Basic Writing: Moving the Voices on the Margin to the Center" (Anne J. Herrington and Marcia Curtis); (11) "Teaching Undergraduates about AIDS: An Action-Oriented Approach" (Kimberly Christensen); and (12) "Learning To Teach against the Grain" (Marilyn Cochran-Smith). (SLD)

objectives, but it did not meet some objectives with regard to ESL, native language arts, and some content areas. The project director reported that the instructional objectives were unreasonably high, and because the program was in its final year no recommendations were made. Eleven tables present evaluation findings. Three appendixes describe instructional materials and schedules and present evaluation questionnaires. (SLD)

ED 371 077 UD 029 914

Cantalupo, Denise
Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE). Final Evaluation Report 1992-93. OREA Report.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Career Awareness; *Career Education; Disadvantaged Youth; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Native Language Instruction; *Parent Participation; Program Evaluation; Staff Development
IDENTIFIERS- Choosing Optional Infused Career Education NY; Elementary Secondary Education Act Title VII; New York City Board of Education; Transitional Bilingual Education Programs

Project CHOICE was an Elementary and Secondary Education Act Title VII-funded project in its fifth and final year of operation at Fort Hamilton High School in Brooklyn and Springfield Gardens High School in Queens (both in New York City). In 1992-93 the project served 364 students of limited English proficiency. Participants received instruction in English as a second language (ESL), native language arts (NLA), and content areas. Career awareness was an integral part of programming. Staff development was provided through meetings and a tuition reimbursement program. An active parent component included ESL classes, conferences, and school functions, although stimulating participation was difficult. Most objectives were met, although the project did not meet its ESL objective and could not fully evaluate its parent component because of a lack of data. Recommendations include augmenting peer-support groups, encouraging parent participation, extending site resources, and collecting complete evaluation data. Seven tables present evaluation findings, and two appendixes list instructional materials and class schedules. (Author/SLD)

ED 371 078 UD 029 915

Zhang, Zemin
Asian-American Communications: In-School Staff Workshops. Evaluation Report 1992-93. OREA Report.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Asian Studies; *Bilingual Education; *Communication (Thought Transfer); Cultural Awareness; Elementary Secondary Education; Instructional Materials; Parent Participation; *Staff Development; Teaching Methods; *Urban Schools; *Workshops

corporation has 20 to 25 volunteers, each of whom is released for the last hour of the work day to tutor at the work site. Students are brought from school and given a snack to wait until their mentors are ready. The first hour is spent in introduction to the world of work, and the second hour, after the tutor's regular work day, is devoted to tutoring in basic skills. Mentor training and support services are available. A list of companies that have participated is provided. (SLD)

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ED 371 098 UD 029 951

Webster, William J.
The Evaluation of Project SEED, 1991-92, Detroit Public Schools.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Control Groups; Disadvantaged Youth; Elementary Education; Elementary School Students; Grade 4; *Mathematical Concepts; Mathematicians; Mathematics Achievement; *Mathematics Instruction; Principals; Program Evaluation; Scientists; *Supplementary Education; Teacher Attitudes; *Teachers
IDENTIFIERS- *Detroit Public Schools MI; *Project SEED (Disadvantaged Youth); Socratic Method

Project Special Elementary Education for the Disadvantaged (SEED) is a nationwide program in which professional mathematicians and scientists from major universities and research corporations teach abstract, conceptually oriented mathematics to full-sized classes of elementary school children on a daily basis as a supplement to their regular arithmetic programs. Instruction is through a Socratic group discovery format. In the Detroit (Michigan) public schools the program was used with all levels of students. This evaluation considers 16 SEED fourth-grade classes in 13 elementary schools. Mathematics achievement was measured with the California Achievement Test and compared with achievement in classes and schools without SEED instruction. Impact was also judged through questionnaire responses of 12 principals, 13 teachers, and 244 parents. Results suggest an immediate impact of SEED participation, with improvement in mathematics total scores, computation, and mathematical concepts. The comparison groups lost ground in everything but mathematics concepts, and growth in that area was much less than that of SEED students. Ten tables present study data. Appendixes contain the principal and teacher questionnaires. (Contains 4 references.) (SLD)

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ED 371 099 UD 029 952

Webster, William J.; Chadbourn, Russell A.
The Longitudinal Effects of SEED Instruction on Mathematics Achievement and Attitudes. Final Report.
PUB DATE- Nov 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Control Groups; Disadvantaged Youth; Elementary Education; Elementary School Students; Longitudinal Studies; *Mathematical Concepts; Mathematicians; Mathematics Achievement; *Mathematics Instruction; Principals; Program Evaluation; Scientists; Student Attitudes; *Teachers
IDENTIFIERS- *Dallas Independent School District TX; Iowa Tests

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Celebrating Partnerships. Proceedings of the Annual Community Education Conference (2nd, River Grove, IL, November 18, 1993).
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